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ABSTRACT

This program was designed to encompass personal growth, openness, and integration of affective and cognitive growth in the participants. Summer 1970 training sessions consisted of 2 weeks of intensive encounter work for 3 groups of 20 participants each, followed by a 3-day session on curriculum and methodology for the total group. During the school year each of the groups met one night a month, and the entire group met one day a month. The project staff kept a schedule of supportive classroom visits throughout the year. Evaluation of program effectiveness was based on questionnaires given to all participants and on feedback on the monthly workshops. Program teachers were compared with two other groups of beginning teachers: a control group graduated from teacher education programs and a control group graduated from liberal arts programs. These groups were compared at the end of their first year of teaching in three ways: a) total and factor scores on the Minnesota Teacher Attitude Inventory; b) Beginning Teacher Questionnaire, developed for this project; and c) Classroom Observation Schedule, which included the Joyce Category System. Program participants developed more open and understanding attitudes while in the program. Participant feedback was positive with regard to the 2-week summer session and positive, but nonspecific, with regard to the monthly meetings. (Author/HMD)

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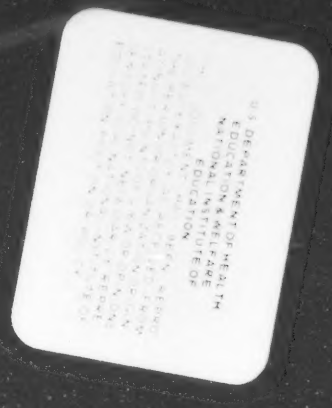
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THE MID-COAST MAINE PROJECT

IN THE AFFECTIVE EDUCATION OF TEACHERS

AN EVALUATION

by MAUREEN OATES

The Pilot Communities Program
of Education Development Center

Newton, Massachusetts

August, 1971

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I am grateful to all of these people for their advice and encouragement in conducting this study and preparing this report.

Maureen K. Oates
Research Associate
Education Development Center

I sincerely believe that for the child it is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow...

It is more important to pave the way for the child to want to know than to put him on a diet of facts he is not ready to assimilate.

"The Sense of Wonder"

Rachel Carson

I. INTRODUCTION

In an address to the American Education Research Association Conference in New York City in February, 1971 the Honorable Walter F. Mondale, Senator from Minnesota, presented this challenge to the membership:

> The federal government, through the Office of Education, spends $4.5 billion a year (3% of the national budget) on education. It spends it without really knowing how it should be spent and what we should be getting in return. . . We are wasting a substantial portion of the federal educational dollar because we do not know enough. . . We hear, for example, that many teachers are insensitive to the needs of children, that they are inflexible, more interested in discipline and orderliness than in learning. What can the education research and reform establishment tell us? What precisely and practically should we do to train more sensitive, more able teachers who can prepare our children for the decades ahead? . . . Silberman and Kozol and others have drawn attention to the need to break out of the grim and joyless classroom atmosphere. But relating the need and discussing the problem is a long way from practical nation-wide solution.

The issues raised are basic to the Mid-Coast Maine EPDA project: An Alternative Model for the Training and Support of Classroom Personnel. This project seeks to develop teachers and aides who are warm and understanding in their dealings with children, who are flexible and stimulating in the teaching role, and who view themselves as facilitators of learning rather than as dispensers of knowledge. It attempts to accomplish these ends by having participants learn about themselves first through intensive encounter

experiences, and then learn about teaching through workshops and support services during their first year in the classroom.

This evaluation report focuses on the Mid-Coast Maine project with the intent of identifying:

1) Changes in attitude of program participants during their year's involvement in the program

2) Differences between program participants and other beginning teachers' pre-service and first year teaching experience

3) Differences between program participants and other beginning teachers' attitudes at the end of their first year teaching

4) Differences that outside observers perceive between classrooms of program participants and other beginning teachers

Changes in the attitudes of program participants, including aides and unemployed, are assessed on the basis of formative feedback, questionnaires, and the Minnesota Teacher Attitude Inventory utilized in a pre-, interim, and post-test design. Evaluation of differences between program participant teachers and other beginning teachers is based on comparison of an experimental group of twenty participant teachers and two control groups of other beginning teachers, twenty from teacher education programs and twenty from liberal arts programs.

II. THE PROGRAM

A. Statement of Project Objectives

The 1970-1971 project was a combination and extension of two previous EPDA-B2 programs: The Partnership in Education Program and an Intensive Summer and Follow-up Program. The new project addressed the following needs:

1) The quantitatively diminished, although still important, need for training and support of conditionally certified and otherwise non-credentialled people who do begin teaching each year

2) The integration of new with experienced people, based on experience gained in the two previous programs

3) Training for differentiated staffing

4) Team development training

5) Continued emphasis on personal growth, openness of attitude, and the modeling of learning--all of the "personhood" skills--and the integration of affective and cognitive growth

The goals of the program were identified as follows:

1) The recruiting of highly capable but non-credentialled personnel, both teachers and teacher aides

2) Their training during an intensive summer program and their support during their first year of classroom work

3) The exploration of new models and new means of teacher training and support programs, emphasizing in-service training for beginning teachers

4) The development of means to integrate teacher aides and to prepare teachers for the use of teacher aides in the classroom

5) The bringing about of general school growth and change through the creation and support of skilled staff members and teams

6) The demonstration of the feasibility of regionally operated pre- and in-service teacher training programs including involvement of a teacher training institution in field work

More specifically, the program outlined these desired outcomes:

1) Responsibility for own actions and reactions

2) Openness which involves risk taking, trust, honesty, and give and take

3) Acceptance and ownership of whole self

4) Importance of dealing with Here and Now

5) Self-importance and self-knowledge and their impact on others

6) Modeling of realness that allows realness in others

7) Recognition of cultural differences

8) Cognitive understanding of group and personal relationships

9) Involvement and pleasure in learning

It is apparent that the broad theoretical framework for the project focuses on the affective domain. In the words of Marvin Rosenblum, project director, in July of this year, "Teachers have to feel good about themselves in order to function in the change situation . . . It is okay to feel badly about learning experiences; it is what you do about it for yourself that matters. Negative reactions can lead to good outcomes."

B. Implementation

Operation of the program was contracted to Maine Education Development Center by the co-sponsoring local education agencies. There were three full-time staff members and a secretary with supportive services for evaluation from EDC in Newton, Massachusetts. Participation was open to personnel in school districts represented by the Mid-Coast Superintendents' Association.

Participants were recruited (Goal 1) through press releases and radio announcement. Applicants were interviewed and accepted into the program on a first-come, first-served basis. It was early summer of 1970 when the program was funded, leaving little time for recruitment. Given more time, screening of applicants might have been given more attention. The scope of the training sessions might also have been made clearer to prospective participants. Even so, sixty applicants were selected on schedule and assigned to one of three summer training sessions. Thirty-one of these were liberal arts graduates; the rest did not have degrees.

The summer training session consisted of two weeks of intensive process work and some curriculum work. There were approximately twenty participants in each of the three groups. Process work concerns individual growth toward the desired outcomes listed above.

Geographic distribution determined which participants were assigned to which group although there was some allowance for individual scheduling problems. At the end of the summer, all participants came together for a three day "Nitty-gritty" workshop on curriculum, methodology and general problems.

At the beginning of the 1970 school year, 26 of the participants had teaching positions; 22 had found employment as aides; and 9 were unemployed. Three persons had left the program because of negative reaction to the encounter sessions.

During the school year, each of the three groups came together one evening per month for continued process work, and the total group convened on one Saturday every month for a full day workshop on curriculum and methodology. The three staff members kept a schedule of supportive clasroom visitations throughout the year. Extra visits were made as needed, when problems arose. These activities met the requirements of Goals 2 and 3 and were addressed to all of the training needs.

A significant part of the program was the excellent effort to maintain communication at the administrative level. For example, on September 22, 1970 Mid-Coast superintendents met with the training staff to discuss the summer program. Criticism from various sources

jeopardized future funding of the program and the project staff therefore requested the meeting to clarify its position.

The critical issues were:

1) Credentials of those handling the program
2) Communication at the beginning of the project
3) Discussion of sex and marital behaviors
4) Refunding of the project
5) Use of four-letter words
6) Program changes
7) Having teachers and aides in the same groups

From this early clearing of the air the program won reassurances of support from concerned administrators. The superintendent achieved a better understanding of the scope of sensitivity training and the intent of the program, which had been unclear to many of them.

The November meeting of the Mid-Coast Superintendents Association was devoted to a discussion of teacher training, evaluation practices, and appropriate criteria for measuring teaching performance in the classroom. Following the meeting an instrument was prepared as the guide for outside evaluators to use in making assessments of the program.

In January, 1971 there was a two day encounter session for superintendents, attended by seventeen administrators. They reacted to the experience with enthusiasm and expressed a better understanding of how it can affect teaching. One of the superintendents wrote this letter to the project director:

February 1, 1971

Dear Marvin:

> January 12 and 13 seem like a month ago and yet like two days ago. It seems like a month when my guilt feelings continue to gnaw at me for not writing to you. But, it honestly seems like a few days when I think of our meeting and the implications it has had for me and my honest realization, now based upon experience, that it can have a further profound effect on me and others.
>
> I can best express my feeling with the same sincere and honest remark of Tom Fairchild when he said, "Thanks."
>
> I look forward to your involvement in some of our schools this spring and to the greater role that EDC can play in Portland in the future.

Sincerely,

Rodney E. Wells
Superintendent of Schools

In March following an all-day conference and training session on classroom observation, twenty-two superintendents agreed to participate in evaluation of the program. These efforts to communicate with school administrators, along with the constant interaction

between EDC staff and district personnel, have promoted Goal 5--the bringing about of general school growth and change through creation and support of skilled staff members and teams.

III. EVALUATION

A. Methodology

During the fall and winter of 1970 a series of evaluation conferences were held, which included Maine EDC project staff, Newton EDC research staff, consultants, and superintendents from participating districts. Discussions concerned aspects of the program on which formal evaluation would focus; participants' feelings about and administrators' concerns about evaluative processes; and constraints of time and personnel that might affect the scope of the evaluation. Measures specified in the EPDA proposal were reviewed, including the Minnesota Teacher Attitude Inventory (MTAI), anecdotal recordings of the summer sessions and school visitations, and rating scales for both teachers and pupils. After much debate, decisions were made on the basis of finding out whether the EPDA teachers were different from other beginning teachers, and if so, in what way. Time and budget limitations determined the extent of the evaluation.

Formative evaluation would be based on:

1. Analysis by the evaluators of the summer questionnaire administered in August, 1970

2. Feedback on monthly curriculum workshops based on a workshop questionnaire to which participants responded in November 1970 and February 1971 and on a subjective report by the evaluators provided after attendance at the workshops of October, November, and December 1970 and January, March and April 1971

3. Logs of classroom visitations kept by staff and used by them for continuing assessment of personal and professional growth of participants

Staff discussions and informal feedback from participants provided formative evaluation of the monthly encounter sessions.

Summative evaluation assessed participants' attitudinal changes during the program; assessed changes in teacher aides; and compared participant teachers with other beginning teachers at the end of the first year of teaching. Measures of attitudinal change were obtained from three administrations of the MTAI:

1. Pre-test, at the beginning of the two-week sensitivity training session (Summer, 1970)

2. Interim test, at the end of the three-day follow-up workshop (late August, 1970)

3. Post-test, at the end of the school year (June, 1971)

A 24-item questionnaire for the teacher aides, prepared by a research associate familiar with aide programs, assessed the working situation of the aides, their roles, their perceptions of these roles, their relationships to the school and to the children, and how the EPDA training affected them.

Program teachers (designated group E) were compared with two groups of beginning teachers (designated groups C_1 and C_2). An experimental group (E) of twenty participants teaching at primary or elementary level was selected. A control group of twenty was randomly selected from a list of Mid-Coast Maine beginning elementary teachers who graduated from teacher training institutions. A second control group (C_2) was randomly selected from another list of Mid-Coast Maine beginning elementary teachers who were liberal arts graduates and not certified. However, inclusion in either control group was voluntary, so that a degree of self-selection was involved in both control groups.[1] There was no attempt to control other characteristics such as socio-economic status or ethnic background. Mid-Coast Maine is somewhat homogeneous in character and program limitations did not allow for a more elaborate design. Three procedures were adopted for evaluating the three groups:

1. MTAI response at the end of the first year teaching, with comparison of total scores and of factor scores based on Yee and Fruchter's factor analysis[2]

2. Beginning Teacher Questionnaire, to be administered at the end of the first year of teaching

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[1]For the C_1 group, it was necessary to contact 40 names from the C_1 random list in order to obtain 20 participants. For the C_2 group, 51 names from the C_2 random list were contacted to obtain 20 participants.

[2]Albert H. Yee and Benjamin Fruchter. Factor Content of the Minnesota Teacher Attitude Inventory. American Educational Research Journal, Vol. III, No. 1, Jan. 1971, pp. 119-133.

3. Classroom Observation Schedule, with two separate visits to each classroom by two different observers, during April and May, 1971

The MTAI measures attitudes that predict how well a teacher will get along with pupils in interpersonal relationships and indirectly, how well satisfied he will be with teaching as a vocation. It consists of 150 items with multiple choice response with a scoring range of -150 to +150. Yee and Fruchter[3] identified five factors which provide further insight into MTAI responses:

Factor I: Children's irresponsible tendencies and lack of self discipline (20 items)

Factor II: Conflict between teacher's and pupil's interest (15 items)

Factor III: Rigidity and severity in handling pupils (12 items)

Factor IV: Pupils' independence in learning (7 items)

Factor V: Pupils' acquiescence to the teacher (6 items)

Copies of all other instruments are included in the Appendix.

The Beginning Teacher Questionnaire, prepared for the Mid-Coast Maine project by the Newton EDC research staff, treats the following categories:

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[3] Ibid.

1. Preparation for teaching (7 items)

2. Experiences during the first year of teaching (33 items)

3. Perception of first-year teaching experience (18 items)

4. Background information (10 items)

Response is on a Never - Often or a Not Helpful - Very Helpful continuum on 36 items with four questions requiring brief, written comment. A ten-item semantic differential on the Ideal Classroom is included in the Beginning Teacher Questionnaire, which assesses the amount of teacher control deemed desirable in the classroom.

The Classroom Observation Schedule consists of three parts--a 5-item section concerned with classroom structure; a section that utilizes Joyce Category System[4] to obtain a record of teacher verbal behavior in the classroom; and a 30-item section on classroom atmosphere, which also asks the observer to comment on whether he would want his own child in the class.

During the summer program, 1970, evaluative procedures were carried out by the project staff. The MTAI was administered to each of the

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[4]Joyce and Harootunian, "Manual for Analyzing the Oral Communication of Teachers," in Mirrors for Behavior, ed., James W. Becker (Philadelphia: Research for Better Schools, Inc., 1967)

three groups at the beginning of their process training session. A questionnaire to provide feedback from participants on the summer program was designed and administered to the total group at the end of the three-day curriculum workshop in August, 1970, before school opening. The interim administration of the MTAI was given at the same time. Scoring and computation of means on these administrations was done in the Maine office.

In October, two evaluators from the Newton EDC office were given responsibility for assessing the proposed evaluation, presenting alternatives, and developing and carrying out both formative and summative evaluation of the project.

One or both of the evaluators attended one series of evening process meetings and seven of the eight monthly curriculum workshops. They provided feedback based on analysis of questionnaires at the November and February workshops, participant reactions at the workshops themselves, and personal reflections on their own involvement in the workshops. A summary statement on the workshops, based on these records, is included in this report.

The evaluation did not use all desirable procedures, such as assessment of children's perceptions, because both funds and the time available to participants and staff were limited. In order to

have a classroom observation schedule, it was decided to explore the possibility of having superintendents from the affected districts serve as observers. At an intensive all-day session in March, 1971, 25 superintendents were given training in the use of the Joyce Category System. At the end of the day, 17 of those present indicated a willingness to devote a day or two to observing classes in school systems other than their own. Subsequently, four more agreed to participate. In addition, it became necessary to hire an additional observer, who was separately trained by the same evaluators. Thus, 21 superintendents made between two and six visitations each, a total of 84 visitations. The one hired observer, a retired superintendent, made 36 visitations. Scheduling and coordination of this effort was done through the Maine EDC office. The 120 visitations occurred between April 5 and June 16, 1971. Observers did not know whether they were visiting experimental or control classes.

There were many limitations to this procedure--the number of observers, the unequal distribution of visitations among them, the bias inherent in such a group (all males, mostly over 40, all with administrative responsibilities in traditional public school systems), the minimal training period in use of the instrument. These are counteracted to some extent by the homogeneity of the group, and

their biases are considered in the interpretation of results.

The use of this procedure contributed to Goals 5 and 6. The direct involvement of administrators promoted knowledge of and interest in the project, and they found the experience of visiting classrooms to be stimulating and enjoyable.

The observer mailed completed observation forms directly to Newton EDC in stamped, addressed envelopes provided for this purpose. There was a 100% return of Classroom Observation data.

The Beginning Teacher Questionnaire, the MTAI, and the Teacher Aide Questionnaire were administered to project participants at the May 8, 1971, workshop meeting. An EPDA questionnaire prepared by the State of Maine was given at the same time. Administration of the Beginning Teacher Questionnaire and the MTAI to control group teachers was arranged on an individual basis by the Maine EDC office. Responses on all of these were returned to Newton EDC. Return of MTAI and Beginning Teacher Questionnaire data was 100% for the experimental group. In the control groups one MTAI and two questionnaires from the C_1 group and three MTAI and one questionnaire from the C_2 group were not returned. The EPDA questionnaire was analyzed separately

B. Analyses

1. Assessment of Program and Participants

This section of the report is concerned with the teacher aides and a small group of unemployed who participated in the EPDA training program in 1970-1971.

a. Questionnaire, Summer 1970

The questionnaire used at the end of the summer 1970 EPDA program with the Maine participants asked them for their feelings about being prepared for their jobs and their reactions to the program. The following is a summary of their responses, with a few quotations from their comments.

Responses concerned with "feeling prepared" indicated that more than half of the group felt prepared in areas of personal interaction; while less than ten percent felt competent to teach. On questions of what they felt "least prepared" for, over one-third specified content and/or methodology; another quarter of the group mentioned coping with discipline, failure, or other problems.

About a third of the participants were satisfied with the encounter sessions. Another third indicated that the program could be improved by longer or more extensive sensitivity training. Two suggested reorganization of the program to include time for thinking. A man

and woman team to provide the leadership was also suggested by four participants. Eighteen suggested complete separation of encounter and workshop sessions with the workshops all together at the end.

In comments on the summer curriculum sessions, four participants indicated that children should be included. Consultants were viewed with mixed feelings, with some participants indicating that fewer were needed and others asking for more variety, more time from them.

In commenting on the make-up of the groups, four participants suggested smaller groups. Four would have liked some experienced teachers in the group; three specified that a group should include a balance of men and women and all age groups, perhaps blacks. Staff was satisfactory to the majority of participants with more personal contact desired by four of them.

Most participants felt that the most outstanding feature of the summer was their interaction with others, which increased their confidence and self-awareness. Comments on these experiences were enthusiastic. Some of them were:

> I gained more understanding of people and how to help and receive help from others.

> The actual feelings that were established for others and oneself were most helpful to me.
>
> Its effect upon me as a person was wonderful--1) the revolutionary change that has been initiated in beginning to know myself and be a part of the human race; 2) the joy of relating to others in the same sense.

The most disappointing feature was the structure of the program. Participants felt the need for more encounter, more time, a female staff member, involvement of children. Also, about twenty group members recorded their disappointment with general and/or personal interaction. Some of them said:

> The interaction or non-interaction between the three groups resulted in competitive feelings, rather than an attempt to make people from the other groups real. Possibly some kind of low-key all-group encounter at the beginning of the three-day workshop might help the whole thing.
>
> There were some people I couldn't relate to. I wish I could have felt at one with everyone.
>
> Not coming completely out of my shell. It cracked but not as it should have.

Response on the preference-rating for the two week versus the "Nitty-Gritty" workshops indicated that about three-fourths preferred the two-week session, one-fourth felt that both were of equal value, and only one person preferred the "Nitty-Gritty" workshop. Of those who preferred the two-week session, many commented that there was value in both, but they found the personal re-evaluation more helpful.

> I think the two-week session was one of the most valuable things I've ever had happen.

> For five years I've felt stagnated, not growing and changing. "Human growth training" has sparked a desire (and I hope, courage) to turn myself inside out, exiting my loneliness to a stadium of well-wishers, and for this I'm grateful. The Nitty-Gritty session was of course of a different nature, less exciting but not without practical value.
>
> Even if I find it impossible to get my hands on the tempting resource materials, I at least have some clues as to how to teach beyond the textbook. And I think the two-week session made me respect my own strength enough so that I might actually have the nerve to teach beyond that textbook.

To sum up, responses on the questionnaire indicated that participants derived great personal benefit from the encounter sessions, but many felt inadequately prepared for the classroom.

b. Report on Workshops[5]

In addition to the encounter sessions there were all-day Saturday workshops once each month during the 1970-1971 school year. The purpose of these sessions was to provide skill training, "arranged in such a way that people could deal directly with materials themselves and could thereby learn about learning by being learners."[6]

How this was carried out is crucial to the whole philosophy underlying the program. Follow-up was to be "responsive" rather than

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5 This section was excerpted from a report by Jeanne L. Maguire, research associate, EDC, Newton, Mass.

6 Taken from Proposal for an Alternative Program for the Training and Support of Classroom Personnel, February 20, 1970, p. 8.

"initiating" by EDC staff. That is, what was to be learned was to be determined by what the participants felt they needed to learn, not by what the EDC staff decided ahead of time. This was to be the model of learning which the teachers could hopefully employ in the classrooms. In all this process, learning about self first was given priority over developing curriculum skills. The EDC staff felt that learning depends on the people involved, not on the recipes used.

The workshops were intended to accomplish another objective as well--to establish working ties with the principals and superintendents from the program's school districts. An open newspaper invitation was made each month to all interested educators--teachers, principals, and superintendents alike--to attend. The following article, for example, appeared in the Maine Times Record of February 26, 1971:

> BATH - The Maine Education Development Center in Bath has announced its March workshop for teachers, assistant teachers, and teacher aides who are enrolled in a year-long training program. The meeting will be held at the Holiday Inn in Brunswick on Saturday, March 6, starting at 9 a.m.
>
> "Individualization - Student-Teacher Relationships" is the title of the workshop; it is one in a series of three meetings that are concerned with various aspects of individualizing a child's learning experiences in the classroom. The only resource permitted in this meeting will be the people involved--books, materials, equipment, etc. will be excluded for this one day. Participants will choose to work in social studies, language arts and reading, or science and math and spend the entire day developing their own program under the leadership of a consultant. Reliance will have to be on the people and their own resources.

> Interested persons are invited to attend this workshop. Superintendents, principals, and teachers in the school system where participants are working are encouraged to attend each Saturday workshop.

A variety of people from within and without the educational establishment responded to this invitation each month, some coming back to several of the workshops.

The workshops varied in format and content. While the EDC staff was always present, they played mainly a supportive role to the consultants who actually conducted the sessions. Topics included language arts and literature, discipline in the classroom, sensory awareness, inductive and deductive learning, elementary science, math, child psychology, and a session entitled "No Agenda Agenda," where participants were asked to build their own curriculum from the immediate environment. A summary of the content and format is included in Appendix B. An article from the Booth Bay Record, December 10, 1970, described one workshop on "Bits and Pieces in the Open Classroom."

> Maine EDC conducted the third in its series of monthly workshops for teachers and teacher aides who participated in a special teacher training project at the Holiday Inn in Brunswick on Saturday, December 5th. The workshop was entitled "Bits and Pieces in the Open Classroom" because it consisted of several separate programs in the overall context of open classrooms. Some sixty participants and guests from various school systems in the state were in attendance.
>
> The all-day session started with the entire group discussing the open classroom with a panel of outside consultants and staff members of the Maine EDC.

The workshop group was subdivided into five different sections according to their prestated choices.

In the Teachers Aide group the technique used was role-playing. Three scenes that simulated the dynamics of the aides' relationships with teachers, principals, parents and children were enacted and discussed.

The program in Language for the Reluctant stressed the need for children to do a lot of writing. It demonstrated activities that would help children to respond to themselves and the things around them in their writing. Concern was expressed for the need of the reluctant pupil to be more involved in his school and schoolwork. Teachers in this group participated in communication games that would be helpful in the classroom.

Teachers who worked with Math Games were able to experience some creative and different ways to learn about arithmetic. Open-ended problems that could test the thinking powers of the teachers themselves were tried. Use of concrete materials was the major emphasis in this program.

The Child Growth and Development group talked about individual children and explored their problems. They immediately discovered that adults had the same problem and from that point forward they related their discussions of children to their own experiences and feelings.

The Beginning Reading Group dealt with techniques and methods that would help to improve learning for specific children in the participants' classrooms. Various games and activities were shared.

At the end of the afternoon session the whole group gathered in one room for evaluation of the day's activities and feedback on what had occurred. A representative student from each sub-group and that group's leader gave their perceptions of the day's work. In varying degrees, the sub-groups had demonstrated ways of "opening" the classroom. "Students" took responsibility for what they learned. The leaders allowed the program to move as the participants wanted. There was active participation in each group.

The theme of the entire workshop seemed to be "Do as I do;" thus, the idea of openness was carried throughout the day.

The means of evaluating the workshops varied from month to month. Sometimes the evaluators summarized the problems and questions the staff members raised and added a few themselves. Twice they gave questionnaires, once using fixed-choice items, and once an open-ended approach. Sometimes the evaluators would become active participants and comment on the learning they themselves experienced. And sometimes they would play a more passive role, walking around talking to the participants and eliciting their comments about the value of the workshop. Each month they summarized their observations and suggestions in a feedback memorandum. Some of the evaluation questions were: What could the participants learn in this workshop that could help them teach more effectively? What did they feel they gained and how well did the workshop achieve its own objectives?

What the evaluators found, by and large, was that the participants enjoyed the workshops and felt they gained something from them. A fe[illegible] comment was, "This workshop was fun. I learned a lot [illegible] Some claimed they "learned more about learning" than a[illegible]e subject of the workshop. Many generally felt they learned something about themselves. "I learned much about myself and my own ways of learning today," said one woman after the March workshop. "We had a chance to look at look at ourselves as aides, what we did, and how we felt," said another. One said after the December workshop,

"We looked at the problems a child has and discovered that we as adults have the same problems. The group was really enjoyable. I learned a lot."

Sometimes group members felt that they learned more about actual teaching approaches by watching the workshop leaders. Seeing "the way Cliff noticed me, slow in math, dropping behind the group, helps me more than talking about being sensitive." Others praised workshop leaders' interest "in our problems--she could have gone with what she had prepared but she didn't." After the "No Agenda Agenda" workshop some reported that they "saw graphically the importance of children over materials in a lesson." Others felt they gained in confidence: "We created a successful learning experience from nothing to begin with, just using the people we had--increasing our confidence in our ability to do so."

They seemed to enjoy meeting the superintendents and discussing the problem of discipline with them. "I found it really helpful," one said, "hearing what they expected from beginning teachers." They found they could gain comfort from sharing problems. "I felt less alone when I heard _____'s problems." And they appreciated the opportunity to talk with some of the invited guests, principals, teachers, and department chairmen from their areas.

On the whole, there was an attempt to appeal to different learning styles even within the same subject area. There was ample opportunity to voice criticisms, either on the questionnaires, in the wrap-up sessions, directly to EDC staff members, at their monthly encounter sessions, or even afterwards at Bill's, a nearby restaurant bar where participants and staff congenially met after each session. The participants themselves were warm and friendly toward outside guests who attended the workshops.

There is no question that the workshops were both fun and helpful. How totally effective they were is another question. That is, how much these beginning teachers and aides learned about the learning process, educational methods, and their own potential for attitude change and growth would have to be answered in a more systematic way than by merely asking them. Participants never did homework, at least to the knowledge of the evaluators. They took no tests and weren't that eager to fill out the questionnaires. There was no objective method to note improvement in the classroom. How then could the EDC staff find out what the participants actually did learn in order to plan the next workshop? One participant voiced another dilemma. "There are a lot of things I feel I need to create an 'open' class but I really don't know what to ask for." How can a person ask for something he doesn't understand or doesn't know he needs?

The workshops were planned by the EDC staff with the suggestions of the participants. Although the evaluators made suggestions too, like including more skill training in the earlier months, these were not heeded. The evaluators questioned the organizing principle, a philosophy of learning, learning about self first--then learning to teach. This philosophy determined the content and order of the workshops. The staff was insistent on presenting materials workshops like ESS after those concerned with the learning process itself. They were afraid that if they presented curriculum workshops early in the school year, some of the participants would latch onto "sure-fire" ways of doing something, "recipes," they called them, and become too narrow in their teaching style. The evaluators felt that this would not necessarily happen, that beginning teachers needed the confidence of learning as much as possible about their subject areas in order to gain the confidence and time to relate to the children humanely. Staff and evaluators differed only in emphasis.

What the majority of the participants thought about the workshop emphasis on process rather than skills is not clear. Some expressed reservations. There were complaints that the language arts group in November never got off the ground. "It took all day to get to the point of communicating with each other, and I need to facilitate things in my classroom faster than that." Others felt incompetent and alone. "After all, I'm the one who has to walk through that door

at 8:15." Back in November almost one-third of the group said that they needed more help in specific methods and skills. Throughout the year the staff wrestled with the problems of deciding how to impose structure for the workshops without becoming too rigid. The participants, in turn, reflected the dilemma in their classrooms. "How can I have the open classroom and recipes, too?"

But as the EDC project director said in one wrap-up session: "Where's everybody at? I have a sense that negative feedback is hard to give." One person said at the April workshop, "This is where I'm at. I need help in curriculum skills." Where were the others? They offered very little critical comment after each workshop. Were they tired, bored, afraid, or thoroughly contented?

The key points in assessing these workshops include: 1) the priority given to learning about self as a learner over developing curriculum skills; 2) the variety of content in the sessions; 3) the relative success of the learning about learning component compared with the development of curriculum skills; 4) lack of objective means of determining effective carry-over into participants' classrooms; 5) ambiguous participant feedback at the sessions; 6) question of whether staff was receptive to feedback from evaluators and participants.

c. Logs of Classroom Visitations

During the 1970-71 school year the project staff visited participant classrooms frequently, gave supportive advice by telephone, during office hours, and by home visits when emergencies arose. The number of visitations to classrooms varied widely, from as few as two to a maximum of fifteen. The average number of visits was eight. Including telephone counseling and the personal contacts in office or home, the average number of contacts recorded in the logs was ten. Total contacts ranged from five to nineteen.

Variation was due primarily to staff effort to meet the individual needs of each participant. Three-quarters of the participants were visited in their classrooms within the first two weeks of school. Those who did not have teaching positions in September and started later in the year were visited very soon after beginning their assignment. One of the school principals misunderstood the nature and purpose of these visits; other kinds of support had to be provided to the participants until the situation was clarified.

Some of the beginning teachers required much more support than others. Staff members made a point of visiting these teachers

frequently during the first several weeks of school. In some cases another staff member also visited to confirm impressions and to provide another perspective on the problems.

One staff member had primary responsibility for the classroom visits and did about three-fourths of them. The other two members of the project staff attempted to visit each participant one or more times.

By mid-year it was apparent that several of the teachers were having the same basic problem. They seemed insecure about themselves as teachers and unable to assume control of their classrooms. The staff had become frustrated on classroom visits because they had repeated the same comments without visible results. A decision was made to exchange classroom visits so that each of these teachers would see another who was experiencing the same difficulty. Eight were selected and divided into pairs, with one teacher visiting the other on two adjacent days. On the third day all eight teachers convened with the staff in the office to discuss their experiences. School principals were supportive of the idea.

At first the eight who were selected were not entirely enthusiastic, not liking to be singled out as having problems. However, all agreed to participate. They were asked to put themselves sometimes in the

role of the teacher and sometimes in the role of the students as they observed.

On the third day when the eight people came to the office, discussion rapidly developed into a fairly intense encounter meeting. The outcome was definitely positive for three of the group, who were most open to the comments of the others as well as to their own reactions. One participant stated that: "It's nice to find out that I'm not all alone out there." Another commented:

> After visiting Y., I think I can begin to understand what you have been telling me for the past two months. I don't fully agree, but I'm beginning to understand.

For another three, the outcome seemed to be constructive as recorded in the notes, but whether their acceptance of the critical comments would lead to change in their performance was less clear. Staff comments on these people follow:

> He heard the criticism but is not sure what he will be able to do about it, if anything.
>
> He knows he tries to put classroom management onto the kids, but is not yet able to take full responsibility himself.
>
> She now understands what her role in the classroom is...still on the trip of letting the kids do what they want to do.

For the other two, the experience did not seem to be fruitful. The logs recorded staff perceptions in these words:

> He did not respond to criticism, stated the visit to the classroom was useless...but later confronted the other teacher on not being able to handle the

whole group...where he is, too, if he realizes it.

She stormed out of the room when things got too close to home...comes across as cold and heartless--returned, not showing emotion at all...we lost her.

Records of follow-up visits with these individuals indicate that the experience did not immediately transform any of them into strong teachers. But in seven of the eight cases, there was enough improvement during the rest of the year to merit a positive final evaluation of their classroom performance.

The candor of the comments quoted with regard to this occurrence is typical of the logs throughout the year. The staff placed greater importnace on the participants, than on the development of teaching skills per se and their emphasis is clearly recorded in the logs.

Even so, conferences with the participants had a strong professional bent. Topics discussed with the twenty teachers in the experimental group were tallied and recorded on Table 1. This shows how personal interaction and growth, encompassed in personal feelings, relationship with kids, self and life, and family and marriage, were emphasized in these supportive contacts.

In assessing logs on the individual teachers in the Experimental group, an attempt was made to determine whether staff evaluation of

each one was generally positive or negative at the time of the last classroom visitation. On the group of twenty, twelve were seen as being competent teachers; reservations were recorded on the abilities of six; and two were viewed negatively by the staff at that time. These assessments provide supportive data for the classroom observation findings to follow in this report. The staff assessment of participant teachers somewhat parallels the reaction of the observers to EPDA classrooms.

In summary, the keeping of logs has provided useful formative feedback for program development. They show that the personal growth component was emphasized by the staff in their supportive role in the classrooms, but that there was input in more traditional teacher development areas as well. The logs also provide a fruitful source for final program evaluation. The degree of concurrence of staff and observers on the competency of the teachers is most interesting.

TABLE 1

Topics Discussed in Individual Conferences

with Experimental Teachers

Topic	Frequency	Percent
Personal feelings	125	25.4
Teaching methodology	90	18.0
Relationships with kids	86	17.4
Content and materials	54	10.9
Classroom organization	53	10.8
Self and life	38	7.7
Family and marriage (personal)	27	5.4
EPDA Program	16	3.2
Sex (classroom interaction)	3	0.6

d. MTAI--Attitudinal Changes of Participants

The MTAI was administered to all program participants in a pre-test, interim, and post-test design. The pre-test was given at the beginning of each group's two-week summer workshop (1970) before the participants were involved in the process sessions. The interim test was given at the end of the summer after the three-day curriculum workshop. The post-test was given at the end of the first year of teaching in May, 1971. Interpretation of scores is based on the assumption that a high score reflects an understanding teacher who functions well in an 'open' teaching situation, while a low score represents one who tends to dominate the classroom.[7] Scores may range from +150 to -150.

For the total participant group, the mean gain for the year was 13.7. Table 2 presents a summary of change in scores and the accompanying graph illustrates the pattern of change for each group. The aide group shows a continued gain during the school year, while teachers and the unemployed groups show a loss from interim to post administration.

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[7] For further clarification, see Minnesota Teacher Attitude Inventory Manual, The Psychological Corporation, New York, N. Y., pp. 3-6.

A tendency for MTAI scores to become more positive during training and less positive during the first-year teaching experience was reported by Callis in 1950.[8] Looking at Tables 3 and 4, we see that this tendency was apparent in the case of younger beginning teachers, less apparent in the case of older beginning teachers, and not apparent with aides in the program. Table 5 shows that it was also not apparent with male beginning teachers.[9]

Age seems to have been a factor in maintaining gain scores, with most losses in the 21-30 age group. Greatest gains were sustained without loss in the 41-50 age group. Table 4 illustrates this rather unexpected finding.

It is difficult to tell to what degree regression to the mean is influencing the post-test scores. Figure 1 seems to illustrate this phenomenon. But a close look at Table 3 does not support the premise that differences in gains can be explained on the basis that those who start low will gain the most. Teachers in the 41-50 group had a high beginning mean, and gained more than the younger teacher

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8 Gage, N. L., Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1967), p. 509. Callis reported that significant positive change on 20% of MTAI items occurs during the first six months of professional training, and significant negative change on 11% of the items occurs during the first six months of professional experience. p.31.

9 Callis also reported a higher mean score for female than for male teachers (76 versus 61) Gage, p. 512.

groups. Inspection of individual scores in the appendix also shows a wide variation in the relationship of beginning scores and gains achieved.

Whether repeated administrations of the MTAI has a treatment effect is an unknown also. Callis also reported that the MTAI is only slightly susceptible to faking a good score.[10] But several other studies reported in the same source show variable results. It is possible that decrease in scores is partly due to program effectiveness itself. If the program is succeeding in making the individual more open, more honest in his dealings with others, then those who were responding on a 'test-wise' basis at the beginning may have a decreased score on second or third administrations because of a more honest approach.

In terms of participant growth, these findings indicate several possible trends. There was some tendency in all groups (teacher, 46.1%; aide, 26.7%; unemployed, 62.5%) to show a loss in gain score during the school year. The tendency of teachers to show greater losses than aides in gain scores during the school year and to show negative overall gain scores more often could be due to the more

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10 Gage, op. cit., p. 519.

prescribed role situation of the teacher in the classroom. The constraints under which they worked might have counteracted their initial openness to some degree. The aides, on the other hand, were in an innovative situation where roles had not been pre-defined and there was considerable freedom to develop as open an approach as they desired. Unemployed participants, with no opportunity to implement changing attitudes in classroom situations, tended to become less open in their responses during the school year.

On the whole, the program seems to have been more effective in changing attitudes of aides than of teachers. This is supported by the much greater gain scores of the aide groups by age as well as on the whole. This could be due in part to the factors discussed in the preceding paragraph. Selection might also be a consideration. Prospective aides who were not in harmony with the program during the summer may have dropped out more readily than prospective teachers. The program represented an avenue to certification for the teacher participant, an incentive to stay in the program that the aide did not feel. Aides who remained in the program may have been less resistant than the teachers to the philosophical basis of the program. Finally, age seems to be a variable here. The median age of the aide group was in the 31-40 range, while that of the teacher and the unemployed groups was in the 21-30 range.

While sex is not a variable affecting the aide group, it seems to be a definite factor in both teacher and unemployed groups. The better gain scores of the male teachers may be influenced by the same role definition variance that was discussed for aides. Male elementary teachers are still novel. This may be enough to permit them a greater flexibility in determining the parameters of their classrooms than the female beginning teachers were able to enjoy. It is also possible that students were more responsive because of the novelty of a male teacher, giving them more reinforcement in their use of 'open' approaches. The male teachers showed steady increase in gain scores, while the female teachers gained in the summer and lost during the school year. It is interesting to note that the female unemployed group exhibited the same pattern, while the male unemployed showed decrease in scores on all administrations. This decrease may have been because of a lack of real interest in teaching to begin with or a lack of opportunity to attempt "learning by doing" during the school year.

In summary, changes in MTAI scores were noted among participants during the year of the program, somewhat at variance with what research on the MTAI would lead us to expect. In this project, the male beginning teachers achieved greater gains than the female beginning teachers, and the age factor favored the older groups of both teachers and aides. On the whole the program seemed to be more effective in changing attitudes of aides than of teachers.

TABLE 2

MTAI Scores: Mean and Standard Deviation by Professional Groupings

		Pre	Interim	Post	Overall Gain
Teachers	Mn	57.8	71.3	65.0	+ 7.2
n = 26	SD	28.7	22.0	22.2	
Aides	Mn	34.1	55.0	67.9	+33.8
n = 15	SD	28.4	27.4	24.2	
Unemployed	Mn	62.6	68.1	65.1	+ 2.5
n = 18	SD	22.2	26.2	22.6	
Total Group	Mn	51.9	65.2	65.6	+13.7
n = 49	SD	27.5	24.5	22.9	

TABLE 3

MTAI Scores: Mean and Standard Deviation and Overall Gain by Age

		Pre	Interim	Post	Overall Gain
Teachers					
21-30	Mn	43.2	63.9	58.0	+ 4.8
n=16	SD	33.1	21.6	30.4	
31-40	Mn	68.8	86.0	74.5	+ 5.8
n= 6	SD	13.6	14.9	8.6	
41-50	Mn	71.6	76.0	90.3	+18.3
n= 3	SD	19.4	23.1	17.2	
51 +		71.0	82.0	82.0	+11.0
n= 1					
Aides					
21-30	Mn	44.0	56.4	80.6	+36.6
n= 5	SD	17.3	31.4	21.3	
31-40	Mn	37.4	48.2	56.8	+33.5
n= 4	SD	38.6	27.2	17.2	
41-50	Mn	20.7	58.2	58.2	+37.5
n= 4	SD	22.5	4.5	6.7	
51 +		25.0	14.0	31.0	+ 6.0
Unemployed					
21-30	Mn	69.2	76.8	73.2	+ 4.0
n= 5	SD	12.5	29.5	28.0	
31-40	Mn	77.2	75.2	48.0	-29.2
n= 2	SD	12.5	29.5	28.0	
41-50		33.0	45.0	58.0	+25.0
n= 1					

TABLE 4

MTAI Scores: Distribution of Gain Scores by Age and Professional Group

Teachers:

Age 21-30	Age 31-40	Age 41-50	Age 50 +
n = 16	n = 6	n = 3	n = 1
Mn gain =+4.8	Mn gain = +5.6	Mn gain = +18.3	Mn gain = +11
+48	+35	+22	+11
+37	+ 5	+19	
+35	+ 5	+14	
+26	+ 2		
+19	+ 1		
+12	-14		
+ 9			
+ 8			
+ 3			
+ 2			
-11			
-16			
-17			
-19			
-26			
-34			

Aides:

Age 21-30	Age 31-40	Age 41-50	Age 50 +
n = 5	n = 4	n = 4	n = 2
Mn gain = +36.6	Mn gain = +33.5	Mn gain =+37.5	
+66	+91	+73	+ 6
+42	+40	+41	+ 1
+35	+16	+22	
+26	-13	+14	
+14			

Non-working:

Age 21-30	Age 31-40	Age 41-50	Age 50 +
n = 5	n = 2	n = 1	n = 0
Mn gain = -4.2	Mn gain = -29.5	Mn gain = +25	Mn gain = + 3.5
+25	-14	+25	
+ 6	-45		
+ 3			
- 5			
- 8			

Overall:

Age 21-30	Age 31-40	Age 41-50	Age 50 +
n = 26	n = 12	n = 8	n = 3
Mn gain = +10.7	Mn gain = + 9.0	Mn gain = +28.7	Mn gain = +6.0

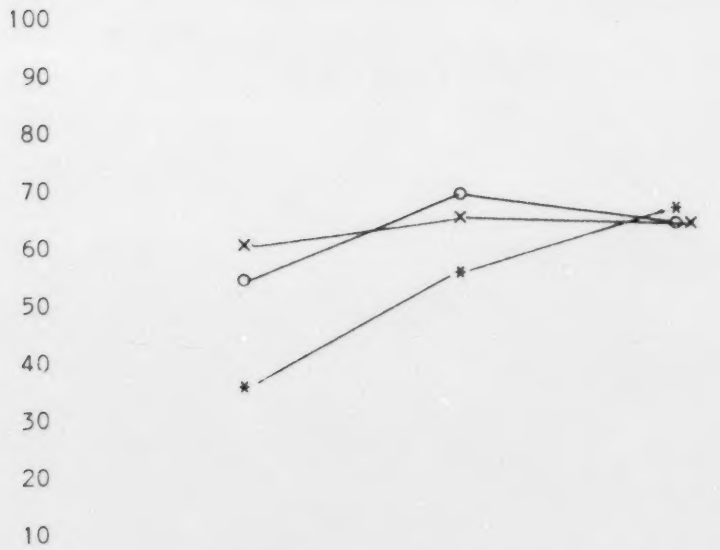
TABLE 5

MTAI Scores: Means and Standard Deviation and Overall Gain by Sex

		Pre	Interim	Post	Gain
Teachers:					
Male	Mn	47.8	60.7	66.2	+18.4
n = 8	SD	32.4	26.2	33.2	
Female	Mn	62.7	76.5	64.3	+ 1.6
n =18	SD	25.2	17.9	24.6	
Aides:					
Male	Mn	----	----	----	----
n = 0	SD	----	----	----	----
Female	Mn	34.1	51.8	64.0	29.9
n =15	SD	28.4	27.4	24.2	
Unemployed:					
Male	Mn	73.3	68.6	56.6	-16.7
n = 3	SD	28.9	24.1	33.0	
Female	Mn	62.8	74.8	70.2	+ 7.4
n = 5	SD	23.6	26.2	9.6	

Figure 1

Gain Scores by Professional Groupings



e. Teacher Aide Questionnaire[11]

Fourteen aides and two tutors in the program answered questionnaires administered on May 8, 1971, as one part of the EDC evaluation of the project. What follows is a summary of the responses.

The questionnaires revealed that most of the aides worked with two or three teachers in grades K-3. They helped most often with reading and math although they also assisted with other subjects. Their classroom assignments were decided jointly by the teacher and the principal or by teacher, principal and aide. Their general classroom duties were decided by themselves and and the teacher in nine situations (56%) although six (37%) indicated that their teacher decided alone. Specific classroom work was generally arrived at by teacher-aide concensus although sometimes the students had a say, too. Aides generally felt that they worked well with their teacher. Fourteen (87%) felt their relationship was excellent--"We share responsibility easily"--and no one indicated that it was difficult all of the time.

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[11] This section of the report was prepared by Jeanne L. Maguire, research associate, EDC, Newton, Mass.

In listing their duties, most of the aides indicated that for one and a half hours to the entire day they tutored or did remedial work with students. Other common duties in order of frequency were: running the ditto machine, correcting papers, covering the class for the teacher, talking with the teacher about duties, and discussing students' personal problems with them. The tasks they performed least frequently were: cleaning the classroom, organizing books, and corridor duty. When asked what duties they felt they should be doing, the aides checked basically the same items, including tutoring and remedial work, various clerical duties, and discussions with teachers and children. When asked what duties they shouldn't perform, some felt the question itself was irrelevant. There was a general feeling of satisfaction with their jobs.

Most aides saw their role as one of special tutor. Two saw it as co-teacher but in both instances, they felt that the teachers concurred with this view. They also felt that students saw them similarly although more often as a co-teacher than as a tutor. The majority (14 or 87%) felt that they had an important role in the classroom that no one else filled. Twelve (75%) felt that they could strongly influence the way their students grew as persons and the same number concluded that they found their job this past year "very satisfying." No one expressed dissatisfaction.

In discussing the EDC program, the respondents reacted favorably. Twelve (75%) felt that the encounter sessions in the summer and during the year helped them very much in their jobs. A typical reason they gave was that it provided them with "more confidence in themselves and in their understanding of others." Nine felt that the curriculum workshops were "somewhat" helpful and five felt they helped them "very much." No one said that they were not helpful at all. Most seem to feel that the workshops gave them new resources and ideas to use in the classroom. Six of the sixteen felt the program format should remain as it was. Five suggested it be divided more evenly between encounter and skill and five felt that there should be more classroom visits included.

Comment

By and large the aides and tutors appear to have been satisfied with their jobs and with the program. They seem to have enjoyed what they were doing and felt that it was worthwhile for the teachers, for the students, and for themselves. There was only one criticism; they felt the need for more help in curriculum work, teaching techniques, and in disciplining the children--a complaint common to the other aide programs. A disappointing feature of the responses, at least for purposes of program modification, is that they were indeed so bland, so lacking in hard examination and criticisms. Why this was true is left of course to sheer speculation, but nevertheless, some possible answers will be offered.

One reason why these aides appeared to be so content with their jobs might be that they brought more skills and interests to the role than aides usually do. Background experiences like psychiatric nursing, modeling, doing case work for unwed mothers, and acting, mean that some of these individuals have already had full professional or semi-professional roles which might have given them satisfaction. In addition, ten (62%) had classroom experience as teachers or as aides, and eight (50%) had previously worked in offices. These two factors alone should account for a familiarity with the setting. Furthermore, their personal interests weren't lost as they so often are. Half of the respondents felt they could comfortably bring their experiences and interests to their classrooms.

Another reason for this uncritical tone might be that the questionnaire included a place for signing names. It is enough to ask people to fill out evaluation questionnaires in the presence of the program people but it may be too much to ask for signatures as well. Although they were told that signing was optional, all but two did.

There were additional factors too. The day itself was a busy one. They had just finished taking the MTAI, and after the EDC questionnaire, were to fill out one for the Maine State Department of Education for the EPDA. They were anticipating an afternoon party and the building itself was cold. All of this probably hindered thoughtful responses.

Other means of evaluation: classroom visits

Classroom visits made by Maine EDC staff during the year seem to support the conclusions of the aides themselves. Of all the 15 tutors and aides observed, 13 were judged to be performing good-to-excellent on their jobs. That is, they appeared to have a good working relationship with their teachers and principals, they were working directly and effectively with the children, and they appeared to take initiative in the role they were performing.

In only two instances were the observers less than enthusiastic about the aide or tutor. In one situation the aide seemed to be having some personal problems which seriously interfered with her job and eventually caused her to leave the program for awhile. In the other instance, the aide appeared not to accept the limitations of her position, wanted "to tell the teacher how to teach," lacked enthusiasm for the work she did with the children, and was generally dissatisfied with the position of aide.

MTAI scores

In the MTAI test scores the nine aides who took the three administrations showed a mean gain of +35. Only one showed a loss of -13. Nineteen aides were in the program in the beginning; seven left and four were added, making a total of sixteen aides in all. The four who took only the final administration achieved a mean score of 61.5. The total mean score of the entire group on the final administration was 68.

2. Comparison of Participant Teachers with Two Beginning Teacher Groups

This section of the report compares twenty beginning teachers from the EPDA program with a group of twenty beginning teachers from teacher education institutions and a second group of twenty beginning teachers with liberal arts degrees. In order to spare the reader who would prefer not to suffer through the technical reporting, the key points are presented here.

On the basis of the Beginning Teacher Questionnaire response, the EPDA experimental group felt well prepared in classroom interaction and human growth, but not adequately prepared in curriculum or methodology. Perceptions of their first year of teaching were generally positive. They received their greatest support from outside the school through EDC services. The teacher education control group felt most adequately prepared in curriculum and materials, and had the most general training. They had fewer support services than either of the other groups, and expressed a desire for more classroom support during their beginning teacher experience. The liberal arts control group felt least prepared, but had more professional contacts in their schools than the other groups, perhaps because either they or their administrators realized the need.

The Classroom Observation Schedule showed that the EPDA teacher group had strengths in the human growth area, and were weaker in teaching skills and classroom management than the control groups. The teacher education group seemed to be more discipline and structure oriented than the other groups. The liberal arts teacher group seemed to develop better teaching and managerial skills than the EPDA teacher group, but to some degree were found lacking in the more personal dimensions of teaching.

MTAI total and factor scores indicate that there are significant differences in attitude between the EPDA teacher group and the teacher education control group, but not between the EPDA teacher group and the liberal arts control group, or between the two control groups themselves. On the whole, the EPDA group responded more openly, democratically, and with greater understanding of children than the teacher education control group. Factor scores indicated that the teacher education control group had a more rigid and severe attitude towards pupil behavior, and valued pupil independence in learning less than the EPDA teacher group.

We can surmise from these findings that the program may be effective in training more sensitive but not more able teachers.

a. Beginning Teacher Questionnaire

In order to compare both pre-service inputs and first year teaching support of the experimental and the two control groups, a Beginning Teacher Questionnaire was prepared for the project. This instrument elicits responses in four areas: 1) pre-service preparation, 2) first year support, 3) teacher perceptions at close of first year, 4) background information.

Table 6 summarizes items from the first two sections. The EPDA teacher group felt slightly better prepared than the teacher education group, with both feeling more prepared than the liberal arts group. Analysis of item response showed that the strength of the EPDA group was in the area of classroom interaction and human relations. They indicated a high degree of satisfaction with their preparation in these areas. The strength of the teacher education group was in curriculum and in materials and supplies. The liberal arts teacher group felt less adequately prepared than either the EPDA or the teacher education groups.

In terms of experiences during the first year, the EPDA teacher group had the highest 'total experience' score, and the teacher education group the lowest. Looking at the sub-scores B through E, the EPDA group had the median number of professional contacts and

the high scores on individual and group services. They had significantly more consultant contacts ($p < .0002$), undoubtedly due to EDC services. They also had significantly more individual advice on classroom interaction ($p < .038$), group service in general instructional help ($p < .014$), and theiry in child development ($p < .005$). Only the EPDA group had sensitivity training. The teacher education control group had a total support score much lower than the EPDA teachers or liberal arts teachers. A striking feature of the table is this very low response on individual and group services for the teacher education control group.

The liberal arts group had the greatest number of professional contacts. Difference in contact with supportive personnel such as guidance counselors is significant at the .041 level for this group. Perhaps there was a greater willingness among liberal arts graduates to seek out help that they needed, or a greater willingness of administrators to offer help to them as opposed to 'trained' teachers. The EPDA group found outside consultants more helpful than the control groups did, at the .0001 level of significance, due to EDC support. There was little difference in response among groups on the helpfulness of other contacts. In general, the advice and assistance of other teachers in or out of the school was felt to be very helpful with slight difference among groups.

Perceptions of the first-year teaching experience show that generally, all groups felt positively about their first year of teaching. Little of no difference was recorded on items concerned with job satisfaction, student satisfaction, and ability to influence students. Desire for more workshops and more classroom support ($p < .027$) was recorded by the teacher education group. This corresponds with the lack of individual and group services shown on Table 6 for this group. The EPDA teacher group was slightly less positive than the control groups about their ability to stimulate learning, but not significantly so. All of the EPDA group indicated that they plan to teach next year, with the teacher education group somewhat less positive about their plans.

On the Ideal Classroom scores, the EPDA teachers recorded a slightly more positive attitude than either of the control groups. The items are directed at the kind of structure and control a teacher would prefer in her classroom. The teacher education group had the lowest score on nine of the ten items. Table 7 presents these findings. Data supporting the above analyses is included in the appendix.

Table 8 summarizes data on the background variables of sex, age, and education for the three groups. The EPDA teacher group and the liberal arts control group are similar in all of these variables. In the teacher education control group, there is a lower proportion of

males, and age distribution is narrower, with all members under age 30. Inspection of the education data shows a slight overlap of background on this variable.

To sum up, the EPDA experimental group felt very adequately prepared in classroom interaction and human relations, but not adequately prepared in curriculum or methodology and techniques. They received their greatest support through consultants from outside the school (the EDC services) and benefitted from contact with other teachers in and out of their school. Perceptions of their first year experience were generally positive, but they were slightly less positive than the control groups concerning their ability to stimulate learning. Their Ideal Classroom score was slightly higher than those of the controls.

The teacher education control group felt most adequately prepared in curriculum and in materials and supplies, and generally felt that they had received training in all of the areas, though it was not uniformly helpful. Differences from the other groups on professional contacts were slight except for the consultant services. They expressed a desire for more classroom support during their beginning teaching experience.

The liberal arts control group was least prepared, on the basis of the preparation they 'didn't have.' They had many more professional contacts during the school year than the other groups, perhaps because either they or their administrators realized their need.

TABLE 6

BEGINNING TEACHER QUESTIONNAIRE: Condensed Data, Preparation and First Year Support

Mean Positive Response Scores

	E n=20	C_1 n=18	C_2 n=19
A. Preparation for Teaching (7 items)	4.55	4.35	3.50
B. First Year Contacts (9 items)	3.65	3.30	4.50
C. First Year Help (9 items)	4.80	4.20	4.75
D. Individual Services (8 items)	2.80	1.40	2.35
E. Group Services (6 items)	3.35	0.70	1.30
Total Support (B - E)	14.60	9.60	12.90

E = EPDA teachers group
C_1= teacher education teacher group
C_2= liberal arts teacher group

TABLE 7

BEGINNING TEACHER QUESTIONNAIRE: Ideal Classroom Score

	E n=20	C_1 n=18	C_2 n=19
Teacher non-directive	1.55	1.21	1.55
Students move freely	1.25	1.35	1.35
Desks by activity	0.90	0.88	1.00
Students teaching each other	1.35	1.15	1.35
Students work individually	1.20	1.05	1.20
Emphasis on exploration	1.20	1.15	1.25
Teacher develops curriculum	1.10	1.05	1.20
Kids in and out of room	1.30	0.90	0.95
Student goals	1.40	1.15	1.20
Student activities	1.45	1.10	1.15
Mean =	1.27	1.09	1.22

E = EPDA teacher group
C_1= teacher education teacher group
C_2= liberal arts teacher group

TABLE 8

BEGINNING TEACHER QUESTIONNAIRE: Background Information

	E n=20	C_1 n=18	C_2 n=19
SEX:			
Male	5	1	5
Female	14	17	14
AGE:			
Under 30	10	18	15
31-40	6	0	2
41-50	3	0	2
51 +	1	0	0
EDUCATION:			
B. Ed.	2	7	1
B. A.	14	2	11
M. Ed.	1	1	0
M. A.	1	0	0
Other: B. Sci.	1*	8*	6*
B. Divinity	1	0	1

*In the C_1 case, these were all B. S. in Education. In the C_2 case there was on B. S. in Education. The E and remaining C_2 cases were non-specific B. S. degrees.

E=EPDA teacher group
C_1=teacher education teacher group
C_2=liberal arts teacher group

b. Classroom Observation Schedule

Assessment of teaching performance was based on a series of two classroom visits by superintendents trained to observe in each other's districts. See p. 14 for detailed description. The instrument used included a section on classroom sturcture, the Joyce Category system for teacher verbal beahvior, and a classroom atmosphere section. A final question, "Would you want a child of yours in this class?" was asked of the observers.

Table 9 records classroom structure data for the three groups. "Whole class activity" was more common in the teacher education control classrooms and "independent work" was recorded more often in the liberal arts control classrooms. Another difference was that the EPDA teacher classes had somewhat fewer children and slightly more adults, especially aides, than the control classes.

The Joyce Category system assesses teacher verbal behavior. Coding is based on recording what the teacher is saying at 15 second intervals. The coding system is designed to place each communication into one sub-item of four major categories: the application of sanctions (praise or blame), the handling of information, the development of procedures, and maintenance of the class as a social system. If the teacher is silent for a period of time,

this is also recorded by leaving blank rows on the coding sheets at 15 second intervals. The usual observation period is 15 minutes, or 60 assessments.[12]

Interpretation of scores is meant to indicate whether the teacher relies heavily on one strategy, or whether he varies his strategies in communicating with the students. For example, a sub-score of 12 on the "Asks questions" item in the Information category would denote that one-fifth of the teacher's verbal behavior involved asking the class for direct feedback of information.

In Table 10 a profile of verbal behavior for each of the three teacher groups is presented. The lower total score for the EPDA teacher group indicates that they are silent 11.3% of the time, while the control group teachers are silent 4.3% and 2.5% of the time respectively. This difference is significant at the .025 level. In a world where research indicates that teachers do talk a high percent of the time, this might be looked upon as an encouraging trend in the EPDA teacher group. However, we do not know whether child participation is improved.

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12 See "Manual for Analyzing the Oral Communications of Teachers" for more detailed information. (Joyce and Harootunian, op. cit.)

Category sub-scores do not differ significantly, indicating that each group spent about equal amounts of time in communicating to the students in each of the four areas. However, interest is in the degree to which teachers vary their strategies within the categories, so further inspection of the table is required. Differences in item scores are not statistically significant, but do indicate some trends.

Inspection of item scores in the Sanctions category reveals that experimental and control groups made use of all of the strategies, but to differing degrees. The EPDA teacher group reinforced search behavior--that is, thinking skills--and group relations more frequently than the control groups. The teacher education group sanctioned the following of directions or rules more frequently than the others. The liberal arts teacher group commented on achievement and gave general support--that is, non-specific praise--most often of the three groups. These findings may indicate a general trend of concerns in the three groups, with the EPDA teachers somewhat more involved with the human growth strategies, the teacher education group somewhat more concerned with the disciplinary strategy, and the liberal arts group somewhat more interested in encouraging achievement.

The handling of Information accounts for nearly half of teacher verbal behavior in all of the groups. The EPDA teacher group

devoted less time than the control groups to communication in this category as a whole, which would partly account for the lower scores they exhibit on the separate items. However, on the "Makes statements" item, the mean score is very slightly lower than that of the teacher education group, and is higher than that of the liberal arts group. Inspection of the remaining items in the category reveals that the EPDA teachers asked the child to hypothesize or to observe somewhat less often than the control groups. We would therefore surmise that the EPDA teachers handle information in a somewhat more traditional way than the control teachers.

Perusal of the Procedures category shows that the EPDA teachers spent a little more time verbalizing these strategies than either of the control teacher groups. Assessment of the item scores shows that the liberal arts teacher group helped the child determine procedures somewhat more often than the teacher education control teachers. In all of the groups the teacher determined the procedures for the children more often, with the difference most marked in the teacher education group. The EPDA group determined the standards twice as often as the children in their classes, while the liberal arts group set standards less than half as often as the children. While the EPDA teachers group discussed procedures more frequently, the liberal arts teachers group seemed to exhibit the greatest flexibility in this area, the teacher education group the least.

Maintenance of the classroom as a social system also accounted for somewhat more verbal communication in the EPDA group than in the control groups. A little more time was spent in small talk and a little less time in transitional comment, moving from one activity into another, than in the control groups.

This assessment of sub-scores indicates that EPDA teachers compared to the control groups were more concerned with thinking skills and group relations in their use of sanctions, handled information in a more traditional way, and devoted a little more time to discussion of procedures but with less flexibility than the liberal arts control group. The teacher education group was somewhat more concerned with disciplinary sanctions than the other groups, handled information with a little more flexibility than the EPDA teacher group, and determined procedures more often and standards less often than the EPDA group. The liberal arts group was more concerned with traditional sanctions, showed the greatest flexibility in handling information and also in determination of procedures and standards in the classroom.

Nearly all scores on the Classroom Atmosphere items are in the neutral to somewhat positive range. They are presented on Table 11. Sub-scores on child behavior and on teacher behavior are shown, with EPDA teachers scoring slightly lower than the control teachers. Differences are not significant on these sub-scores or on the item scores.

In Table 12 responses to the question, "Would you want a child of yours to be in this class?" are presented. Difference in observers' reactions is significant at the .025 level, with the EPDA classrooms viewed least favorably. This may be due in part to observer bias, with administrators from traditional systems making the observations. One stated as much in his comment, saying, "No, because this is too much of an open classroom and that is not to my liking." Inadequate preparation in teaching skills may also have contributed to this.

Comments are categorized as positive or negative on Table 13. Analysis of the comments reveal some differences between groups in the strengths and weaknesses noted. The EPDA classrooms received positive comments more often than control classrooms for teacher enthusiasm and concern for children. The teacher education classrooms exhibited good teacher child relationships most often. The liberal arts classrooms were seen to have good classroom atmosphere, individual instruction, and teacher flexibility.

EPDA classrooms were criticized most often for being disorganized and noisy. Some level of noise and apparent confusion are associated with "open" classrooms, and not always tolerated in a traditional system. Both control group classrooms were criticized more for being not stimulating, for negative directions and questioning, and in the teacher education group for being textbook-oriented.

These shortcomings are associated with the hampering of learning in the classroom situation, as Clark, Goodman, and other critics have pointed out.

In summary, the EPDA teacher group exhibited strengths in the human growth area and weaknesses in teaching skills and classroom management on the basis of the Joyce Category scores and the observers' comments. The positive comments on teacher education group relationships with children is interesting in view of their concern with directions and rules indicated in the Joyce Category scores. These comments may reflect this group's harmony with the value system of the observers. To offset the observers' biases, it might be well to give more weight to some of the negative characteristics the observers use to describe the teacher education group. The liberal arts teacher group seemed to develop better teaching and managerial skills than the EPDA teacher group, but were criticized for being not stimulating.

TABLE 9

CLASSROOM OBSERVATION: Classroom structure, Mean score/subject*
two observations

	E n=20	C_1 n=20	C_2 n=20
Organization			
Whole class activity	0.90	1.30	0.85
In groups	0.65	0.60	0.70
Independent work	0.40	0.30	0.75
Other arrangement	0.20	0.00	0.10
Staff			
Regular teacher	1.95	2.00	2.00
Student teacher	0.05	0.10	0.05
Special staff	0.10	0.00	0.00
Aide	0.40	0.15	0.25
Other	0.10	0.15	0.10
Number of persons present			
Number of children	19.2	22.0	23.3
Number of adults	1.37	1.17	1.22

E = EPDA teacher group
C_1 = teacher education group
C_2 = liberal arts group

* two observers

Possible score: 0 = both no; 1 = one yes, one no; 2 = both yes

TABLE 10

CLASSROOM OBSERVATION: Teacher Verbal Behavior coded by the Joyce Category System

Mean number of statements on two observations

CATEGORIES:		E n=20	C_1 n=20	C_2 n=20
Sanctions:	Search Behavior	1.37	0.85	1.20
	Group Relations	2.10	1.60	1.80
	Achievement	2.20	2.92	3.57
	Follows directions or rules	1.45	2.02	1.30
	General Support	3.52	4.67	4.77
	Sub-score total	10.64	12.06	12.64
Information:	Asks the child to hypothesize	1.02	1.32	1.70
	Asks child to observe	3.70	5.15	5.27
	Asks questions	10.80	12.70	13.27
	Makes statements	8.37	8.50	7.50
	Makes conclusions	1.62	2.00	2.20
	Sub-score total	25.51	29.67	29.94
Procedures:	Helps child determine standards	0.62	0.62	1.17
	Helps child determine procedures	3.57	2.87	3.32
	Teacher determines procedures	4.42	4.92	4.42
	Teacher determines standards	1.27	0.62	0.52
	Sub-score total	9.88	9.03	9.43
Maintenance:	Transition	2.62	2.85	2.92
	Small talk	2.02	1.27	1.15
	Discusses Routine	2.57	2.50	2.45
	Sub-score total	7.21	6.62	6.52
	TOTAL:*	53.24	57.38	58.53

* $x^2 = 7.54$, d.f. = 2, $p < .025$

TABLE 11

CLASSROOM OBSERVATION: Classroom Atmosphere Scores

1 = Very Negative
2 = Somewhat Negative
3 = Neutral
4 = Somewhat Positive
5 = Very Positive

	E	C_1	C_2
Child Behavior:			
High student interest	3.25	3.35	3.80
Students initiate	2.65	2.60	3.05
Students volunteer answer	3.05	3.55	3.55
Active use of materials	3.50	3.75	3.85
Verbal participation	3.70	3.90	3.60
Noice level	4.15	4.05	3.75
Movement	3.70	3.45	3.20
Student-to-student exchange	2.70	2.65	3.00
Student-to-teacher exchange	3.75	3.80	3.85
Mean	3.38	3.45	3.51
Teacher Behavior:			
Permissive	3.70	3.85	3.95
Responsive	4.00	3.75	4.00
Show pleasure	3.60	3.50	3.90
Show anger	3.25	2.90	2.40
Calm	4.00	4.25	4.25
Enthusiastic	3.90	4.00	4.10
Draws students out	3.25	3.50	3.55
Not talk down	3.40	3.70	4.15
People oriented	3.00	3.00	3.15
Physically close	3.80	3.90	3.80
Democratic	3.40	3.35	3.80
Understanding	4.05	3.90	4.10
Stimulating	3.30	3.70	3.75
Alert	3.80	3.95	4.00
Broad	3.90	3.65	3.90
Confident	3.80	4.10	3.90
Humor	3.40	3.45	3.45
Neat	3.65	4.45	4.45
Kindly	4.05	3.80	4.30
Systematic	3.25	4.05	3.95
Adaptable	3.80	3.65	4.15
Optimistic	3.45	3.75	3.95
Mean	3.55	3.65	3.76

TABLE 12

CLASSROOM OBSERVATION: Would you want a child of yours to be in this class?

Total count on two observations:	E n=20	C_1 n=20	C_2 n=20
Yes	19	28	31
No	20	10	7
Not sure	1	2	2

$x^2 = 11.25$, d.f. = 4, $p < .025$

TABLE 13

Observers' Comments on 'Would you want a child of yours in this class?'

	E n=20	C_1 n=20	C_2 n=20
Positive:			
Teacher child relationships	4	8	4
Teacher enthusiasm	6	1	4
Good classroom atmosphere	3	2	8
Individual instruction	4	1	5
Teacher flexibility	3	2	5
Concern for children	4	1	1
Spontaneous involvement	2	2	2
Good technique	1	0	3
Neat appearance	0	1	0
Organized	0	1	2
Negative:			
Teacher child relationship	1	2	2
'Open school' concept	1	0	1
Negative directions and questions	2	3	2
Disorganized	9	0	1
Inadequate planning	2	1	1
Noisy	6	0	0
Textbook oriented	0	2	0
Not stimulating	0	3	4
Poor knowledge of curriculum	2	1	2
Teacher not confident	2	1	0
Special class situation	4	1	0

c. MTAI--Attitudinal Differences between Experimental and Control Teachers

Differences in attitude at the end of first year teaching between the EPDA teacher group and the two control groups were assessed on the basis of their Minnesota Teacher Attitude Inventory scores. See pp. 14-15 for procedures. This section of the report presents the total test scores and the factor scores[13] for each of the sub-groups, and analyzes relationships among them.

Interpretation of total scores, as previously noted, is based on the assumption that a high score reflects an open, understanding teacher while a low score rpresents one who tends to dominate the classroom. Yee and Fruchter see the test items as predominantly negative in tone, and describe the factors in negative terms. Agreement with Factor I items would suggest a view of children as inherently untrustworthy and in need of strict moralistic discipline. The opposite perception would favor children's self-direction and inner motivation.

Factor II is concerned with an attitude dimension toward children's capacity and willingness to work cooperatively with teachers in the classroom. Agreement suggests fundamental disrespect for children's

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13 Yee and Fruchter, op. cit.

natural behavior with subordination of pupils' interest to a subject-centered curriculum and teacher expectations, while the more open view holds pupils' interests, motivation, and interaction with the teacher to be basic to effective learning.

Factor III refers to attitudes of teachers toward the proper handling of children's behavior, prescribing the manner in which teachers should manage pupils.

Factor IV at the extreme positive pole is concerned with greater pupil freedom and self-direction extending from and facilitated by teacher involvement and help rather than teacher apathy and indifference. It should beconsidered tentative until it is clarified by further research.

Items in Factor V express the view that 'most' children do acquiesce to the teacher and imply that they should. Agreement with Factor V items would indicate a belief that most children desire the teacher's favor, and intend to help and comply. Yee[14] predicts that the teacher would tend to relate to children in a benevolent, paternalistic manner in this case. High factor scores of respondents indicate that their attitudes toward children are positive and favorable according to modern educational theories.

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14 op. cit.

In Table 14, mean total and factor scores are recorded. The number of items for each factor is noted, and is indicative of the maximum mean score for that factor. A negative score is achieved when 'wrong' responses exceed 'right' responses. A noteworthy feature of this table is the lower score of the teacher education control group on all items but Factor V.

Table 15 presents analyses of variance on these scores, and shows that there is significant difference at the .05 level on total scores and Factors I and V scores. Difference on Factors III and IV scores is significant at the .01 level. Scores on Factor II are not significantly different.

Dunn's Multiple Comparison of Means was used to analyse these differences further, with these results. Differences between the EPDA teacher group and the teacher education control group was found to be significant at the .05 level on the total scores and the Factor I score. Difference between the same groups was significant at the .01 level on the Factors III and IV scores. Difference between the EPDA teachers and the liberal arts control group was significant at the .05 level on Factor V scores. There was no significant difference between the two control groups, nor between the EPDA teacher group and the liberal arts teacher group, except on Factor V.

Interpreting these findings in terms of teacher attitudes, the significant differences in attitude are between the EPDA and the teacher education group, except on Factor V. On the whole the EPDA group responded more openly, democratically, and with greater understanding of children than the teacher education control group. On Factor I the EPDA group responded more positively, indicating significantly greater acceptance of children as they are, compared with the teacher education group. There is no significant difference on Factor II, conflict between teacher's and pupils' interest, indicating similar attitudes on this subject for the experimental and two control groups.

On Factor III the EPDA group indicated significantly less likelihood of rigidity and severity in handling pupils than the teacher education group. Factor IV scores indicate that the EPDA group values pupil independence in learning significantly more than the teacher education group does. On these factors, there is no significant difference between EPDA and liberal arts groups or between teacher education and liberal arts groups.

On Factor V the EPDA group has the most negative score on the subject of pupils' acquiescence to the teacher, and is significantly different from the liberal arts group and not the teacher

education group on this factor. Yee suggests in his interpretation that a teacher who agrees strongly with Factor V items would desire a teacher-centered classroom. Thus a negative score may be more 'open.'

In summary, the EPDA teacher group recorded significantly greater acceptance of children as they are, less likelihood of rigidity and severity in handling pupils, and more concern with independence in learning than the teacher education control group. They were significantly different from the liberal arts control group on the topic of pupil acquiescence to the teacher.

TABLE 14

MTAI Mean Scores

		E	C_1	C_2
		n=21	n=20 (-1)	n=20
Total scores (150 items)	Mn	67.6	42.2	62.1
	SD	24.0	35.8	27.9
Factor I (20 items)	Mn	15.7	10.1	11.1
	SD	3.6	7.2	6.6
Factor II (15 items)	Mn	3.5	2.4	6.4
	SD	7.1	6.2	5.7
Factor III (12 items)	Mn	8.5	5.2	6.4
	SD	2.4	3.9	2.7
Factor IV (7 items)	Mn	5.5	3.0	4.1
	SD	1.5	2.5	1.9
Factor V (6 items)	Mn	-0.7	0.6	2.0
	SD	2.9	2.9	3.2

I Children's irresponsible tendencies and lack of self-discipline

II Conflict between teachers' and pupils' interests

III Rigidity and severity in handling pupils

IV Pupils' independence in learning

V Pupils' acquiescence to the teacher

TABLE 15

Analysis of Variance: MTAI Total and Factor Scores for E, C_1, C_2

Total scores

Source	SS	df	MS	F ratio
BGSS	6963.61	2	3481.80	3.98*
WGSS	47172.50	54	873.56	
Total	54136.11	56		

Factor I

Source	SS	df	MS	F ratio
BGSS	355.70	2	177.85	5.02*
WGSS	1912.54	54	35.41	
Total	2268.24	56		

Factor II

Source	SS	df	MS	F ratio
BGSS	155.82	2	77.91	1.87
WGSS	2242.10	54	41.52	
Total	2397.92	56		

Factor III

Source	SS	df	MS	F ratio
BGSS	109.83	2	54.91	5.62**
WGSS	527.03	54	9.76	
Total	636.87	56		

Factor IV

Source	SS	df	MS	F ratio
BGSS	64.04	2	32.02	7.68**
WGSS	225.00	54	4.16	
Total	289.05	56		

Factor V

Source	SS	df	MS	F ratio
BGSS	67.40	2	33.70	3.62 *
WGSS	502.31	54	9.30	
Total	569.71	56		

* $p < .05$
** $p < .01$

C. Summary of Findings

This EPDA program was designed to encompass personal growth, openness of attitude,, and integration of affective and cognitive growth in the participants, on the premise that teachers must first feel good about themselves in order to function in the classroom or to operate in a change situation. Evaluation was designed to analyze participant growth during the year of the program, to assess program components and their effectiveness, and to compare a group of participant teachers with two other beginning teacher groups at the end of the school year. Findings are documented in this report.

Participants on the whole did develop more open and understanding attitudes while in the program. The tendency for attitudinal scores to become more positive during training and less positive during the first year teaching experience reflects research findings reported by Callis in 1950.[15] This tendency was apparent in the case of older beginning teachers, and not apparent with aides in the program. It was also not apparent in male beginning teachers. Aides achieved a net gain of 33 points, without loss during the school year, and male beginning teacher scores improved 18 points, without loss during the school year. Age was a factor in maintaining gains

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15 Gage, n.l., op. cit.

in scores: most losses were in the 21-30 age group, and greatest gains sustained were in the 41-50 age group.

Participant feedback on the summer 1970 program indicated a high degree of satisfaction with the two-week encounter sessions which stressed personal growth, and less satisfaction with the three-day summer workshop, which emphasized curriculum and methodology. This resulted in personal feeling of confidence in self and in areas of human interaction, and lack of confidence in participants' teaching competency. While there was a lack of negative criticism on the monthly workshops during the 1970-71 year, positive feedback was generally non-specific. Comments were apt to be 'it was fun,' 'I learned a lot,' '_____was very helpful.' But the questions of whether they learned what they needed to know, or whether they succeeded in identifying what they needed to know, remain unanswered. There were requests for help with curriculum skills that seemed to be ignored by the staff. Precedence was given to continued personal growth, and there seemed to be a fear of prematurely providing 'recipes' which might become crutches in the classroom. Logs of classroom visits by staff provided further evidence of the primary concern of the staff with personal growth over development of teaching skills per se.

In their questionnaire responses, aides also indicated a need for more curriculum work, teaching techniques, and advice on disciplining children. As a group, they were very satisfied with their roles and most found the encounter sessions helpful to them.

On the whole, the program provided effective input in personal growth, but did not seem to provide participants with as much assistance in curriculum or methodology as they needed or desired.

Comparison of a group of participant teachers with two control groups of beginning teachers provides further evidence of program effectiveness in the human growth component and possible deficiency in the areas of curriculum and methodology.

Response on the Beginning Teacher Questionnaire indicated that the EPDA teacher group felt very adequately prepared in classroom interaction and human relations, but not adequately prepared in curriculum or methodology. A control group with traditional teacher education background felt that generally they had received training in all areas, and they were confident in areas of curriculum and materials. A control group with a liberal arts background felt least well prepared, but had more professional contacts in the school than the other groups in support of their first year teaching.

On the basis of Joyce Category scores and classroom observers' comments, the EPDA teacher group exhibited more flexibility in the human growth area, and less flexibility in teaching skills and classroom management than the control groups. Positive comments indicated that the observers found EPDA teachers to be more enthusiastic and more concerned for children than the control teachers, and criticized their classrooms for being noisy and disorganized. To some degree, these negative comments may be due to a traditional bias on the part of the observers. Their comments on good teacher child relationships in teacher education control classrooms may also reflect a harmony of value systems between these observers and traditionally trained teachers. Negative comments for the teacher eudcation group included instances of 'not stimulating,' 'negative directions,' and 'textbook oriented,' all associated with the hampering of learning in the classroom situation. The liberal arts teacher group seemed to develop better teaching and managerial skills than the EPDA teacher group, but were criticized for not being stimulating.

The observers indicated somewhat more of a preference for the liberal arts classrooms than for the teacher education classrooms, and significantly more than for the EPDA classrooms.

On the basis of MTAI total and factor scores, significant differences in attitude were found primarily between the EPDA teacher group and the teacher education control group. There was no significant difference between the two control groups, nor between the EPDA group and the liberal arts group with the exception of Factor V scores. On the whole, the EPDA group responded significantly more openly, democratically, and with greater understanding of children than the teacher education group. Further comparison of the EPDA group and the teacher education group on the basis of factor scores signifies : greater acceptance of children as they are, less likelihood of rigidity and severity in handling pupils, and greater value of pupil independence in learning in the EPDA group. On the subject of pupils' acquiescence to the teacher, there was significant difference between the EPDA group and the liberal arts group, with a less benevolent attitude among EPDA teachers on this factor.

To the extent that these findings reflect significantly more open, democratic, and understanding attitudes in the EPDA group compared with the teacher education group, the program is achieving desired outcomes. Similar differences in attitude between EPDA teacher and liberal arts control groups are not significant, indicating that the liberal arts background itself may be a factor in developing more sensitive teachers.

All of the evaluation measures support the effectiveness of the human growth component of the EPDA program in developing self-awareness and confidence in human interaction, leading to more open and understanding teacher attitudes. They also signify a deficiency in areas of curriculum and methodology in the preparation and first year support of the EPDA teachers.

IV. DISCUSSION AND RECOMMENDATIONS

The EPDA Alternative Model for the Training and Support of Classroom Personnel grew out of the realization that many teachers were insensitive to children, inflexible in their teaching roles, overly concerned with discipline. The project proposed to encompass personal growth, openness of attitude, and integration of the affective and the cognitive in preparing a group of non-credentialled personnel for teaching.

We found that the project achieved many of its goals, but there were results that surprised us. It was effective to a significant degree in developing teachers who at the end of their first year of teaching were more open and more understanding of children than those who were traditionally trained. But they were also less flexible in the teaching role than control groups of beginning teachers, probably because of program deficiencies in curriculum and methodology. We anticipated the first but not the second result.

In terms of attitude change, we would have expected the older participants to be more resistant to attatude change than the younger, but it didn't turn out that way. It was also surprising that the younger aides did not show the loss in gain scores on the post-test

that the younger teachers did. Perhaps there is a maturity factor that does not corrspond wholly with age. All of the aides had previous work experience, while some of the younger teachers did not.

The gains sustained by the male beginning teachers compared with female beginning teachers was a surprise. This could be a matter of less constraint in their teaching roles because of the novelty of a male elementary teacher. It could also be related to the lack of a female staff member. Perhaps the all-male staff did not provide adequate support to the female participants. We, along with some of the participants, think the addition of a female staff member should be tried.

The significant differences in attitude between EPDA teachers and the teacher education control group is both important and interesting. The expectation that the encounter component would promote better teacher attitudes was fulfilled. However, the lack of significant differences between the EPDA and liberal arts control group attitudes indicates a possible added dimension. Both of these groups have liberal arts background on which they are building their teaching careers. The teacher education control group has a traditional teacher training background. It seems possible that the liberal arts background provides an educational dimension which leads to somewhat better teacher attitudes than the teacher education background, on the

basis of MTAI scores. This is not a significant difference. The added input of this EPDA program leads to still better teacher attitudes, enough to demonstrate a significant difference from attitudes of the teacher education group but not of the liberal arts group. On the other hand, current teacher training programs may be promoting more negative attitudes toward children and learning, as defined by the MTAI manual.

Differences in preparation between EPDA teachers and the two control groups were not surprising, given the focus of the program. But the amount and kind of support each group received during the first year were. We would have expected the EPDA teachers to be more receptive to advice and assistance available in their schools, or more independent in seeking it out. The liberal arts control group seemed to have the most initiative in this area. The teacher education control group had the least supportive contacts, and did feel a need which went unfilled.

We expected that EPDA teachers would be more understanding and accepting of children, be less rigid and severe with discipline, and promote independence in learning more readily than either of the control groups. Their attitudes were more positive on all of these points, but in the classroom situation they were less diverse in their teaching strategies, whatever their intentions. We also thought that EPDA

teachers would be more open about teacher pupil conflict than either group of control teachers, but they were not, either in attitude or performance.

The outside observers' view of the classrooms of the three groups was astonishing to us. We did expect differences, but not that the EPDA classrooms would be viewed as negatively as they were. It is probable that to some degree this was due to a more or less traditional bias on the part of the observers. It is also probable that it was due partly to less than adequate input in curriculum and methodology in the EPDA program.

We looked for a correlation between strategies in the Joyce Category System and MTAI factor scores, but did not find significant relationships. Perhaps if the experimental and control groups were more carefully selected, if the classroom observers were better trained, these measures would have shown clearer relationships. Perhaps we were just not astute enough to discover them.

Since these findings differ from our expectations in some important ways, the question of what it all means is of particular interest.

The staff planned that emphasis during the summer 1970 program would be on the affective components. The participants reacted

enthusiastically to this thrust, but not without feelings of inadequacy about facing their classes in September. Could the summer program have been more helpful?

It is possible that the summer curriculum component was not regarded more highly because it did not provide an adequate basis for participants to feel confidence about the tools of the trade. In addition, the staff modelled a low degree of concern for the curriculum component by having it more or less in competition with encounter sessions, even during the "Nitty Gritty" period. Almost a third of the participants suggested complete separation of these components. Some stated that they felt it wasn't fair to have to choose between the two, the encounter which they preferred and the "Nitty Gritty" which in a general way they knew they needed.

For a teacher, the importance of dealing with the Here and Now involves more than self-knowledge, openness, and acceptance of selfhood personally and in others, when it is the first day of school and he or she doesn't know how to get started. Should the "modeling of realness" for classroom responsibility include recognition of when and to what degree recipes may be relied upon?

The director raised some of these questions at the start of the school year, indicating his own dissatisfaction with the cognitive component. He asked:

1. Can a workshop answer particular needs of the individual teachers?

2. Are we expecting too much from workshops?

3. Should participants be asked to do homework before workshops?

4. Can participants identify their trouble areas?

5. Were the individual sessions too short for any effective content presentation?

6. Should there be more structure?

7. Can we have structure without rigidity?

8. Should we present more in the way of "recipes" than we are?

9. How realistic is it to try to cram two years of teacher training into nine monthly workshops?

These questions remained unresolved throughout the year.

For example, during that time the staff seemed unresponsive to suggestions from participants and evaluators alike that more structure, more rigor were needed to develop teaching skills. They seemed to avoid letting the participants know how classrooms actually function, and what alternatives are available. In their fear of presenting recipes, they came close to eliminating the ingredients, too.

Perhaps the time was simply too short to replace all those college classroom hours. Perhaps what happened was the best that could have been expected in a limited pilot effort. The EDC staff was trying to counteract rigid assumptions about learning--that children have no say,

that the teacher is god, or close to it, and knows all the answers and the children had better recognize this fact; that children learn best when they are calm, quiet, and intensely serious about what they are learning; that facts are the important things and that schools are organized around these; that feelings have nothing to do with learning. There is no question that these entrenched beliefs about education have done harm and need to be bent and changed. Yet in the process of trying to effect change, have the EDC staff become somewhat polarized in their view?

Little is actually known about human learning, but one thing is sure. We do learn in very different ways--sometimes when we're having fun, sometimes when we're not, sometimes by experiencing, sometimes by rote. Sometimes we want to learn, sometimes we don't and fight it all the way. All of these things should be taken into consideration when planning the workshops.

The sessions need to be more specifically concerned with what a teacher does, to develop the participants' knowledge of alternatives available to them in curriculum and methodology. Structure? Yes. There might have to be rigor, too, with assigned readings to provide exposure to a range of educational thought, and written assignments to help participants develop sound convictions of their own about teaching.

This might mean replacing workshops that are only pleasureable with workshops that deal directly with teaching. It might mean saying "No" to some of the participants' requests when the staff determines that they need something else. The time is short, perhaps too short for a sensory awareness workshop, which as one evaluator put it, "may not be a problem for this particular group. It was not made clear how this workshop would help them to know the kids better." Perhaps a session like this could be made available for the group, but at an optional time. This does not mean foregoing individual needs and trouble areas, but the general needs of the group have to be included, too.

It seems likely that lack of adequate preparation in curriculum and classroom management fundamentals may have contributed to the persistent difficulty some participant teachers had with assuming control in the classroom. Further, the confidence many felt in areas of personal interaction was not always enough to sustain them when they were involved with a classroom full of children. True enough, these problems plague all beginning teachers to some degree. But unless the teacher has some definite sense of the general purpose of the school program, as well as an empathy for the students, the dimensions of control in the classroom remain undefined.

Charters,[17] in commenting on role definition of classroom teachers, distinguished between two sets of expectations--what the teacher should be, and what the teacher should do. He felt that it is important not to be ambiguous about which is meant. The participants in this program received excellent training and support regarding what they should be. Perhaps there was ambiguity on the part of the staff regarding this distinction, leaving the participants with the impression that 'to be' is sufficient, and that 'doing' will then follow with a minimum of effort or concern on their part. That EPDA teachers had less knowledge of alternatives in classroom strategies than the control group teachers is apparent on the basis of their own response on the Beginning Teacher Questionnaire and the response of observers on the Classroom Observation Schedule.

The question of what constitutes a more able as well as a more sensitive teacher needs to be considered in developing alternate teacher development models. And the beginning teacher needs to have role expectations in terms of what he should do, whether they agree or conflict with expectations of the principal, staff, pupils, parents, or others connected with the school. If he can support and defend what he does on the basis of his own convictions, he will

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17 W. W. Charter, Jr. "The Social Background of Teaching," N. L. Gage, ed., Handbook of Research on Teaching, Rand McNally & Co., Chicago, 1967, pp. 792-795.

probably find himself in less difficulty than the beginning teacher who doesn't know what to do.

We feel that a clearer definition of the teaching role on the part of the staff is needed. Without differentiation of what the teacher needs to be from what the teacher needs to do, an ambiguous view of the teaching role seems to be transmitted to participants. This may account for the unsatisfactory ratings so many of the EPDA teachers received from the observers, and for their own negative attitudes on teacher-pupil conflict.

The problem of dealing with structure continued to haunt the participants in their attempts to evolve program in the classroom. Perhaps because participants depended on EDC staff to provide both affective and cognitive support, they did not seek out other kinds of help available in their schools. The liberal arts control group had much more assistance from their principals and other support personnel, and at the end of the year were rated the most flexible of the three groups in handling information and classroom procedures.

It is only possible to speculate about the degree to which a teacher's identification with those around him affects his self-concept as a teacher. The teaching situation involves interaction with many others than the children in the classroom. It would seem reasonable

that the beginning teacher who is open to constructive use of whatever resources the environment offers will improve his classroom relationships more readily. The EPDA teachers had more open attitudes towards children on the basis of MTAI scores than control group teachers. But we do not know whether they were more or less open to other people they would see in the course of the school day. On the basis of responses on the Beginning Teacher Questionnaire, they may have been less open to assistance from within their schools.

If this is the case, the program should give more attention to human interaction in the total school environment. While EPDA is not training teachers to fit a mold, neither can they be expected to function in the classroom or to develop into change agents if they are at odds with their fellows. The liberal arts control seems to be most open in their professional contacts, neither dependent on pedagogical training as the teacher education group may be, nor diverted from developing strong relationships within their schools, as the EPDA teachers may be.

We want to emphasize that these comments are concerned with group impressions, and do not intend to convey that all of the EPDA teachers lacked flexibility or had no support within their schools. We feel that if we as evaluators had been able to visit their classrooms ourselves, our perceptions would be improved. We feel that

assessment of children's reactions to their teachers, both participant and control, are an important dimension that was missing in this evaluation.

The project will continue during the 1971-72 school year with a new group of participants. Formative feedback recorded in this report has been used to restructure the summer 1971 program. Encounter work will continue as the basis for affective growth, with the supportive services during the school year to be provided as before. We propose that a more clearly defined cognitive component will strengthen this alternative model which has demonstrated the validity of its basic premise.

APPENDIX A

SUMMER 1970 PROGRAM

QUESTIONNAIRE

Summer 1970 Questionnaire

1. What do you feel most prepared for, as it relates to your job?

2. What do you feel least prepared for?

3. If you were to enroll in the program all over again, (imaginations, please!), how would you use the following, if at all?

   A. Sensitivity (human growth) training

   B. Workshop consultants

   C. Staff

   D. Participants

   E. Length of program

   F. Structure of program

4. What was to you the outstanding (if any) feature of the summer program?

5. What was to you the most disappointing?

General Questions

1. What is a "school"?

2. What is a "child"?

3. What is a "teacher"?

Compare the summer sessions, the two week "intensive" session and the three day "nitty-gritty" workshop, by placing on the line between the two, a check (x) in relation to their effect on you in preparing you for a successful classroom experience.

If you have a strong preference for one over the other, check the line on either the extreme left or right. If you feel both to have affected you equally, check in the middle. If one is some degree better than the other, check the line at that point to the left or right of center in accordance with your feelings.

TWO WEEK SESSION - - - - - - - - - - - - - - - - - -THREE DAY "NITTY-GRITTY"

APPENDIX B

WINTER WORKSHOPS

SUMMARY OF PROGRAM

AND EVALUATION QUESTIONNAIRES

SUMMARY OF WORKSHOPS: CONTENT AND FORMAT

OCTOBER Subject: Language Arts and Literature

Format: Three groups
1. ESS materials
2. Reading
3. Make-your-own-books -- inexpensive materials

Participants rotated to each group for 1½ hours each.
Question: How can all of these be used in language arts?

NOVEMBER Subject: Discipline in the Classroom

Format: Two groups
1. Discussion between participants and invited superintendents on film, "The Fight." Questions: What would you do if there were a fight in your class? and How do you define 'good discipline?'
2. Role playing: Participants and guests acted out school and other life situations. Objective: Explore alternative forms of behavior in safe situation.

Participants spent ½ day in each.

DECEMBER Subject: Something for Everyone -- role playing, math, language, reading, child psychology

Format: Five groups
1. Role playing for aides
2. Math games
3. Language for Reluctants
4. Beginning Reading and Reading games
5. Child Growth and Development panel

I. Discussion of Open Classroom concept by consultants and EDC project director
II. Individual workshops: Some participants assigned on the basis of expressed need; some free to choose.
III. Wrap-up
Entire group. Question: What do you think happened to you today as students?

JANUARY

Subject: Sensory Awareness

Format: Two groups, doing essentially the same thing in separate rooms

I. Introduction: "Best way to approach the day is to have no expectations."
II. Two groups did exercises and discussed their reactions.
III. Wrap-up
Entire group. Question: What happened to you today?

FEBRUARY

Subject: Inductive and Deductive Learning

Format: Two groups

1. Inductive:
Science equipment--participants experimented with different sizes, shapes, weights, and lengths of materials.
Question: What have you learned from using these materials?
2. Deductive:
Reading and Language Arts
Participants worked with different lessons structured by the teacher to lead to particular learnings.

Participants spent ½ day in each.
Wrap-up question: Which method did you best learn by?

MARCH

Subject: No Agenda Agenda -- building curriculum from immediate environs

Format: Three groups

1. Language Arts
2. Social Studies
3. Math and Science

Participants chose one and stayed with group for entire day.
Wrap-up question: Is it conceivable that in Language Arts or Social Studies or Math and Science, learning can happen without resorting to anything more than the immediate environs? Did this option open for anyone?

APRIL Subject: Elementary Science materials

Format:
I. Introduction: "This isn't where it's at. Good for individualizing instruction only."
II. Open display--15 tables, 7 workshop leaders. Participants worked with materials at their own pace.

MAY Subject: Evaluation and Goodbye

Format:
Morning:
MTAI
Questionnaire to teachers and aides
EPDA questionnaire
Afternoon:
Party!

Name _____

Guest? _____

Position _____

Grade and/or
Subject _____

WORKSHOP EVALUATION

1. Did you want the workshop to involve the following areas?

Check appropriate column.	Yes	No	Partially
a. Concepts	____	____	____
b. Content	____	____	____
c. Skills	____	____	____
d. Methods	____	____	____
e. Teaching materials	____	____	____
f. Classroom interaction	____	____	____
g. Personal growth and understanding	____	____	____
h. Other (please specify)			

2. How well did it meet these expectations?

	Very well	Moder-ately	Poorly	Not at all
a. Concepts	____	____	____	____
b. Content	____	____	____	____
c. Skills	____	____	____	____
d. Methods	____	____	____	____
e. Teaching materials	____	____	____	____
f. Classroom interaction	____	____	____	____
g. Personal growth and understanding	____	____	____	____
h. Other (please specify)	____	____	____	____

3. Do you need or want additional assistance on this topic in terms of:

	Yes	No
a. Preparation of materials	____	____
b. Lesson planning	____	____
c. Resource materials	____	____
d. Equipment and/or supplies	____	____
e. Specialists and consultants	____	____
f. Special projects	____	____
g. Other (please specify)		

4. What did you like best?

5. What did you like least?

6. How helpful did you find the workshop leader?

   (Answer by circling:)

   Very helpful Moderately helpful Little help Not helpful at all

7. Suggestions for future workshops:

DATE_____

NAME _____

POSITION_____

GUEST?_____

WORKSHOP EVALUATION

1. What did you expect to get from this workshop?

2. How well did the workshop meet these expectations?

3. What did you like best?

4. What did you like least?

5. Suggestions for future workshops:

APPENDIX C

BEGINNING TEACHER QUESTIONNAIRE

BEGINNING TEACHER QUESTIONNAIRE

Maine Pilot Communities Project - Spring 1971

In order to evaluate the EPDA teacher training project we need information and opinions from beginning teachers. This questionnaire asks about your experiences and views of your first year of teaching.

This is a confidential questionnaire. You, as an individual teacher will not be evaluated; no individual information will be given to your principal or superintendent. A final group report, based upon all of the questionnaires, will be made available to you and your school system.

Please answer all questions. Incomplete forms will seriously reduce the value of the data.

Thank you for your cooperation in answering this questionnaire as well as in the Classroom Observation and the MTAI parts of this evaluation. We very much appreciate your willingness to help with this study.

A. Your preparation for teaching

1. How adequate do you feel your pre-service preparation for teaching was in the following areas? (Pre-service is defined as courses, workshops, experiences you have had before teaching, up to September 1, 1970.)

Please circle the appropriate number from the following scale.

	Very helpful	Somewhat helpful	Not very helpful	Not helpful	Didn't have
a. Use of specific methods & techniques for reading, math, etc.	1	2	3	4	5
b. Use of materials, supplies, resources in the classroom	1	2	3	4	5
c. Curriculum and program management, such as time allocation, lesson planning, evaluation, etc.	1	2	3	4	5
d. Classroom interactions, such as teacher-pupil, pupil-pupil, teacher-supervisor, etc.	1	2	3	4	5
e. Human relations in school and community, such as teacher-parent, teacher-teacher, teacher-resource person, etc.	1	2	3	4	5
f. Alternatives in teaching style	1	2	3	4	5
g. Alternatives in classroom organization	1	2	3	4	5

B. Your experiences during the first year of teaching

2. How frequently during the school year have you met with the following individuals or groups in a professional capacity? This would include individual meetings in your classroom or school, group meetings such as Parent Teacher or other organizations, seminars, etc., but not purely social occasions.

	Never	Seldom (1-4 times)	Quite often (5-10 times)	Very often (10+ times)
a. Other teachers in this school	1	2	3	4
b. Principal of this school	1	2	3	4
c. Supportive personnel, such as guidance counselors, school nurse, etc.	1	2	3	4
d. Parents of your pupils	1	2	3	4
e. Other parents, persons, or groups from the community	1	2	3	4
f. State and local supervisors	1	2	3	4
g. Consultants from outside the school	1	2	3	4
h. Teachers from other schools	1	2	3	4
i. Another beginning teacher	1	2	3	4

3. How helpful were these contacts in development of your teaching role?

	Not helpful	Not very helpful	Somewhat helpful	Very helpful
a. Other teachers in this school	1	2	3	4
b. Principal of this school	1	2	3	4
c. Supportive personnel, such as guidance counselors, school nurse, etc.	1	2	3	4
d. Parents of your pupils	1	2	3	4
e. Other parents, persons, or groups from community	1	2	3	4
f. State and local supervisors	1	2	3	4
g. Consultants from outside the school	1	2	3	4
h. Teachers from other schools	1	2	3	4
i. Another beginning teacher	1	2	3	4

4. How frequently during this school year have you received the following types of supportive services as an individual in your classroom?

	Never	Seldom	Quite often	Very often
	0	1-4	5-10	more than 10
a. General instructional help in your classroom	1	2	3	4
b. Advice and suggestions about your teaching methods & techniques	1	2	3	4
c. Curriculum materials, supplies, etc. provided in support of your teaching	1	2	3	4
d. Advice or assistance with classroom interaction, such as teacher-pupil, pupil-pupil	1	2	3	4
e. Demonstration teaching in your classroom	1	2	3	4
f. Advice on overall classroom organization, such as scheduling, seating, etc.	1	2	3	4
g. Specific classroom follow-up after workshops & institutes	1	2	3	4

5. Using the types of service listed above, give specific examples of those that have been of most direct value to you as a beginning teacher.

a._____

b._____

c._____

6. Using the same list, please give specific examples of services that have been of little or no value to you as a beginning teacher.

a._____

b._____ _____

c._____ _____

7. As a member of a group at workshops, demonstrations, etc. how frequently have you received the following types of supportive services during this school year?

	Never	Seldom 1-4	Quite often 5-10	Very often more than 10
a. General instructional help or suggestions	1	2	3	4
b. Training in use of specific teaching methods, techniques, and materials	1	2	3	4
c. New uses of existing resources, supplies, and materials in the school and in the community	1	2	3	4
d. Theory and practice in child growth and development	1	2	3	4
e. Demonstration teaching (for full faculty and/or selected groups)	1	2	3	4
f. Sensitivity training in self-awareness (self-identity, self in relation to group, to children, to authority figures, etc.)	1	2	3	4

C. Your perceptions of your first year teaching experience

8. All things considered, how do you find your job this year? Please check one.

Very satisfying_____ Fairly satisfying_____ Not very satisfying _____

Not satisfying_____

9. Overall, do you think most of your students like school this year?

Very much_____ Quite a bit_____ Not much _____ Not at all _____

10. Would you have made more use of workshops, demonstrations, etc. if they were more readily available to you? Yes_____ No_____

11. Would you have preferred more frequent individual support in your classroom? Yes _____ No _____

12. I feel that I can stimulate maximum learning of academic subjects in my students.

Very much _____ Quite a bit _____ Not much _____ Not at all _____

13. I feel that I can strongly influence the personal and emotional development of my students.

Very much _____ Quite a bit _____ Not much _____ Not at all _____

14. I have a positive influence on the lives of my students.

Very often _____ Quite often _____ Seldom _____ Never _____

15. Do you plan to teach next year? Yes _____ No _____

If No, why not? _____

* *

Using the following paired items, how do you envision your classroom functioning ideally?

The numbers between each pair of items represent a continuum. If you strongly agree with the statement of the left side of the page, circle a 1 or a 2. If the statement on the right is more to your liking, circle a 4 or a 5. If you feel that neither extreme is appropriate all of the time, circle a 3.

Characteristics of the ideal classroom:

16.	Teacher is authoritative	1	2	3	4	5	Teacher is non-directive
17.	Students sit quietly	1	2	3	4	5	Students move about freely
18.	Desks are moved about according to activity	1	2	3	4	5	Desks are kept in rows
19.	Students teach each other	1	2	3	4	5	Teacher teaches class
20.	Students work individually or in small groups	1	2	3	4	5	Whole class covers subject together
21.	Emphasis is on exploration and experimentation	1	2	3	4	5	Emphasis on mastery of facts
22.	Curriculum is textbook-oriented	1	2	3	4	5	Teacher develops own curriculum
23.	Individuals are free to move in & out of classroom	1	2	3	4	5	All activities are centered in the classroom
24.	Students determine goals of learning	1	2	3	4	5	Teacher determines goals of learning
25.	Students determine learning activities	1	2	3	4	5	Teacher determines learning activities

D. Background information

26. School_____ 27. Grade _____

28. Number of pupils _____

29. Ability range: ability grouped ____ mixed grouping _____ (Check one.)

30. Present certification status: Conditional_____

Provisional_____

31. Years teaching _____

32. Sex: male _____ female _____

33. Age: 20-25 _____ 41-50 _____

26-30 _____ 51-60 _____

31-40 _____ over 60 _____

34. Education: (Please check all appropriate)

B.Ed. _____ M.A. _____

B.A. _____ Other (specify) _____

M.Ed. _____ Degree institution _____

35. Name _____

Any additional comments?

APPENDIX D

CLASSROOM OBSERVATION INSTRUMENT

GUIDELINES: CLASSROOM OBSERVATION SCHEDULE

EDC, Maine

Introduction:

Our classroom observation schedule has a major purpose: to obtain reliable information about beginning teachers' classroom behaviors, in order to compare the performance of the project teachers' group with other beginning teacher groups. The classroom observation system that we will be using was designed for in-service education of teachers, so that training personnel in its use for in-service programs in your schools is a secondary purpose.

Substituting a classroom observation system for the more commonly used rating scales provides for the separation of descriptive from evaluative functions of observation and supervision. The observer's job is more limited than the rater's, that is, actual notation of what is going on, rather than evaluation of actions while observing. The end product of observation is a record of what happened. The end product of rating is a record of how the rater felt about what happened.

We do not want you to be concerned with whether observed behavior is good or bad. We want observers to merely record classroom behaviors and characteristics.

Procedures:

1. Arrive at the school preferably before classes begin in the morning, in order to be sure that the teacher(s) scheduled for observation is not absent, and to set up a convenient time with her for the observation period.

2. Maintain "no comment" policy. Do not discuss EDC or their school system with the teachers. Do not identify yourself as a superintendent (if you are doing the observing yourself) nor as from another system. For this project, you will be a classroom observer from EDC.

3. When entering the classroom, be as unobtrusive as possible. Many teachers will want to have the children greet you and may introduce you as a visitor to the class. No further explanation should be necessary. Some teachers will be in mid-lesson and prefer not to be interrupted. In this case the teacher will acknowledge your presence with a nod or wave, and you can proceed to the back of the room, or whatever spot is inconspicuous but convenient for your purposes.

4. During the first few minutes in the classroom, you may complete the heading of the schedule and Section I - Classroom Structure. When you feel that the class is accustomed to your presence, proceed to Section II - Joyce Category System.

5. Allow about 15 minutes for Section II. Record each unit of oral communication by the teacher. A unit of communication is defined as one oral communication by a teacher on one topic and to one audience for a period of time not to exceed 15 seconds. (It may be much shorter; thus, in 15 seconds three or four different statements may be made and recorded.) For longer communications, one unit should be recorded every 15 seconds. In this case, a five minute lecture might result in 20 checks in the I4 column.

6. Section III, Classroom Atmosphere, is to be completed immediately after leaving the room. You may spend about 20 minutes observing in the classroom after completing Section II. Then complete the form before going to another observation.

7. Following the above directions, you will spend about 45 minutes in the classroom, plus 10 minutes to complete Section III.

CLASSROOM OBSERVATION

School _____ Room # _____ Grade _____

Teacher _____

Date _____ Observer _____

I. Classroom structure:

1. Number of children _____

	Number:
Whole class activity	_____
In groups	_____
Independent work	_____
Other arrangement	_____

2. Number of adults _____

	Check:
Regular teacher	_____
Student teacher	_____
Special staff (who)	_____
Aide	_____
Other (specify)	_____

3. Topic of lesson(s) observed _____

4. One or more activities in process (check)

1 _____ 2 _____ 3 _____ 4 _____ more than 4 _____

II. Joyce Category System:

	SANCTIONS					INFORMATION					PROCEDURES				MAINTENANCE		
	Search Behavior	Group Relations	Achievement	Follows Directions or rules	General Support	Asks Child to Hypothesize	Asks Child to Observe or Speculate	Asks Question	Makes Statements	Makes Conclusions	Helps Child Determine Standards	Helps Child Determine Procedures	Determines Procedures for Child	Determines Standards for Child	Transition	Small Talk	Discusses Routine
	S_1	S_2	S_3	S_4	S_5	I_1	I_2	I_3	I_4	I_5	P_1	P_2	P_3	P_4	M_1	M_2	M_3
1																	
2																	
3																	
4																	
5																	
7																	
8																	
9																	
10																	
Total																	
1																	
2																	
3																	
4																	
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6																	
7																	
8																	
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9																	
10																	
Total																	

III. Classroom Atmosphere

A. Children's behavior (consider session in general)

1. Student interest and enthusiasm — 1 2 3 4 5 6 7 — Low / High — Student interest

2. Students initiate topics — 1 2 3 4 5 6 7 — Students don't initiate topics

3. All students volunteered in response to questions — 1 2 3 4 5 6 7 — No students volunteered

4. Nature of classroom participation — 1 2 3 4 5 6 7

   a. Use of materials — 1 2 3 4 5 6 7 — Active / Passive

   b. Verbal — 1 2 3 4 5 6 7

5. Noise level very quiet — 1 2 3 4 5 6 7 — Noisy, hectic

6. Movement (children sitting working at desks) — 1 2 3 4 5 6 7 — Low / High — (children freely moving about)

7. Student to student exchange (related to subject matter) — 1 2 3 4 5 6 7 — Low / High

8. Student to teacher exchange — 1 2 3 4 5 6 7 — Low / High

B. Teacher behavior (consider session in general)

9. Teacher is authoritarian — 1 2 3 4 5 6 7 — Permissive

10. Teacher is aloof — 1 2 3 4 5 6 7 — Responsive

11. Teacher does not show pleasure — 1 2 3 4 5 6 7 — Shows pleasure

12.	Teacher does not show anger	1	2	3	4	5	6	7	Shows anger
13.	Teacher is calm	1	2	3	4	5	6	7	Excitable
14.	Teacher is uninvolved	1	2	3	4	5	6	7	Involved with subject (enthusiastic)
15.	Teacher does not draw out students	1	2	3	4	5	6	7	Draws out students
16.	Teacher talks down to students	1	2	3	4	5	6	7	Doesn't talk down to students
17.	Teacher's style idea-oriented	1	2	3	4	5	6	7	People-oriented
18.	Teacher's stance apart from students	1	2	3	4	5	6	7	Physically close to students
19.	Teacher is: Dictatorial	1	2	3	4	5	6	7	Teacher is: Democratic
20.	Unsympathetic	1	2	3	4	5	6	7	Understanding
21.	Dull	1	2	3	4	5	6	7	Stimulating
22.	Alert	1	2	3	4	5	6	7	Apathetic
23.	Narrow	1	2	3	4	5	6	7	Broad
24.	Not confident	1	2	3	4	5	6	7	Confident
25.	Sense of humor	1	2	3	4	5	6	7	No sense of humor
26.	Neat appearance	1	2	3	4	5	6	7	Sloppy appearance
27.	Harsh	1	2	3	4	5	6	7	Kindly
28.	Disorganized	1	2	3	4	5	6	7	Systematic
29.	Inflexible	1	2	3	4	5	6	7	Adaptable
30.	Optimistic	1	2	3	4	5	6	7	Pessimistic

Would you want a child of yours to be in this class?

Yes _____ No _____ Comment:

APPENDIX E

TEACHER AIDE QUESTIONNAIRE

AND DATA

TEACHER AIDE QUESTIONNAIRE

Maine Pilot Communities Project - Spring 1971

In order to evaluate the EPDA project we need information and opinions from teacher aides. This questionnaire asks about your experiences and views of this past year.

This is a confidential questionnaire. You as an individual aide will not be evaluated; no individual information will be given to your principal or superintendent. A final group report, based upon all the questionnaires, will be made available to you and to your school system.

Please answer all questions. Incomplete forms will seriously reduce the value of the data. Thank you for your cooperation.

TEACHER AIDE QUESTIONNAIRE

1. Number of teachers I work with _____

2. Grade level I work with _____

3. Subjects I work with _____

4. My classroom assignment this fall was decided by (check appropriate response)

   _____ principal's request
   _____ teacher's request
   _____ my request
   _____ teacher-principal agreement
   _____ teacher-principal and myself
   _____ principal and myself

5. My duties are decided

   _____ mainly by the teacher I work with

   _____ mainly by me

   _____ by the teacher and myself

6. My teacher(s) see my job as mainly (check one you do the most)

   _____ co-teacher

   _____ housekeeping in the classroom

   _____ clerical assistant

   _____ disciplinarian

   _____ special tutor

   _____ other: _____

7. I see my job as mainly

   _____ same as above

   _____ other: _____

8. My students see my role as mainly

_____ co-teacher

_____ housekeeping in the classroom

_____ clerical assistant

_____ disciplinarian

_____ special tutor

_____ other: _____

9. The classroom work I do with individual students is decided

_____ mainly by teacher judgment

_____ mainly by student request

_____ by my own judgment

_____ by teacher-student agreement

_____ by the teacher and me agreeing

_____ by mutual agreement of the teacher, student and myself

10. I feel the relationship between my teacher and myself is

_____ excellent: We can share responsibility easily.

_____ good: We can share responsibility but with difficulty some time.

_____ fair: We can only share some of the time.

_____ poor: We have a hard time getting together any of the time.

11. In my job I can draw upon previous job experiences or interests

_____ very often, more than one third of the time

_____ frequently

_____ not very often, less than one third of the time

_____ never

12. I feel I have an important role in the classroom that no one else fills.

_____ Yes _____ No

13. Some of my duties are: (Please check.) — Time spent per day: (For how long?)

a. Clerical
   - Keeping attendance _____
   - Collecting lunch money _____
   - Correcting papers _____
   - Running ditto machine _____

b. Housekeeping
   - Cleaning the classroom _____
   - Organizing books _____

c. Monitoring
   - Bus duty _____
   - Cafeteria duty _____
   - Corridor duty _____
   - Yard duty _____

d. Substituting
   - Covering class when the teacher is gone _____

e. Talking with teacher about duties _____

f. Working in the school office _____

g. Teaching, drilling, or remedial work with individual students or small groups _____

h. Talking with parents about school problems _____

i. Talking with students about personal problems _____

j. Other: _____

14. The duties I think I <u>should</u> perform are:

a. _____

b. _____

c. _____

d. _____

e. _____

15. The duties I think I should not perform are:

a. _____

b. _____

c. _____

d. _____

e. _____

16. I feel I can strongly influence the way a student grows as a person

_____ very much

_____ quite a bit

_____ not much

_____ not at all

17. The two-day nitty-gritty session at the end of the summer and the Saturday curriculum workshops have helped me in my job as an aide

_____ very much _____ somewhat

_____ very little _____ not at all

How _____

18. The 2 week encounter group sessions during the summer and each month have helped me in my job as an aide

_____ very much _____ somewhat

_____ very little _____ not at all

How _____

19. To do my job more effectively I need assistance in

_____ curriculum skills (specify) _____

_____ working out a different teacher-aide relationship

_____ understanding children _____ learning new teaching techniques

_____ disciplining children

_____ other: _____

20. The EDC program could be improved by

_____ doing nothing: perfect as it is

_____ leaving out the skill training and concentrating 100% on encounter

_____ leaving out the encounter and making it 100% skill preparation

_____ making it 50-50 (encounter and skill)

_____ more classroom visitations

_____ other: _____

21. All things considered, I found my job this year

_____ very satisfying

_____ fairly satisfying

_____ not very satisfying

_____ unsatisfactory

22. My name is _____

23. My other jobs prior to this were: _____

_____

_____

24. Additional comments: _____

_____

_____

_____

Evaluation May, 1971

Maine EDC

Teacher Aide Questionnaire

Program: EDC/EPDA An Alternative Program for the Training and Support of Classroom Personnel

16 Respondents: 14 Teacher Aides, 2 tutors

Question #1. Number of teachers worked with

Number of teachers	Frequency of response
3	4
2	3
8	2
5	1
1	1

Most of the aides worked with 2 or 3 teachers.

Question #2. Grade levels worked with

Grade levels	Frequency of response
K	1
1	6
2	9
3	7
4	4
5	3
6	3
7	2
8	1
Special Ed.	1

56% of the aides work in the 2nd grade and 43% work in the 3rd. K-3 was checked 23 times--more than any other cluster of grades.

Question #3. Subjects worked with

Subjects	Frequency of response
Reading	10
Math	8
Language	6
Science	4
Social Studies	3
Spelling	2
Music	1
Art	1
All subjects	2

Reading was checked 10 (62%) times and math was checked next frequently.

Question #4. My classroom assignment this fall was decided by

Assignment decided by	Frequency of response
Teacher-principal agreement	6
Teacher-principal and myself	6
Principal and myself	2
Teacher's request	1
My request	1
Elementary supervisor and tutor coordinator	1
Principal's request	0

The majority (37%) indicated that classroom assignemtn was made by teacher-principal agreement or teacher-principal and aide (37%).

Question #5. My duties are decided by

	Frequency of response
The teacher and myself	9
Mainly by the teacher I work with	6
Mainly by me	1

The majority (56%) indicated that in general the aide and teacher seem to work cooperatively.

Question #6. My teacher(s) see my job as mainly

	Frequency of response
Special tutor	9
Co-teacher	6
Clerical assistant	2
Housekeeping in the classroom	1
Disciplinarian	1
Other:	
Teacher's helper	2
Do them all	1

Most frequently checked was special tutor and co-teacher, in that order.

Question #7. I see my job as mainly

	Frequency of response
Same as response to Question #6	16
Other:	
Helping pupils in reading	1

There appears to be general agreement between the teacher's and aide's expectations of her role.

Question #8. My students see my role as mainly

	Frequency of response
Co-teacher	11
Special tutor	6
Clerical assistant	3
Disciplinarian	3
Other:	
"Brighter students see me as an aide; slower ones see me as a teacher"	1
Housekeeping in the classroom	1

Most aides (11 or 69%) feel that students see them as co-teachers. Six (37%) feel the students see them as special tutor. (This might be due to the fact that two of those responding were actually tutors rather than aides in the first place.)

Question #9. The classroom work I do with individual students is decided

	Frequency of response
By the teacher and me agreeing	9
By mutual agreement of the teacher, student, and myself	5
By my own judgment	2
By teacher-student agreement	2
Mainly by teacher judgment	1
Mainly by student request	0

None of the aides decide their classroom work with the teacher. Five included students in the decision.

Question #10. I feel that the relationship between my teacher and myself is

	Frequency of response
Excellent: We can share responsibility easily.	14
Good: We can share responsibility but with difficulty some time.	2
Poor: We have a hard time getting together any of the time.	0

No one felt their relationship was poor.

Question #11. In my job I can draw upon previous job experiences or interests.

	Frequency of response
Very often, more than one third of the time	8
Not very often, less than one third of the time	4
Frequently	2
Never	1
No answer	1

One half of the aides indicate that they could draw upon their previous job experiences or interests more than one third of the time.

Question #12. I feel I have an important role in the classroom that no one else fills.

	Frequency of response
Yes	14
No	1
Does not apply	1

It appears that the majority of the aides (87%) feel they fill an important role in the classroom.

Question #13. Some of my duties are: Time spent per day:

	Frequency of response	Range of time
a. Clerical		
Keeping attendance	8	5-10 min.
Collecting lunch money	7	5-30 min.
Correcting papers	13	5 min. - 2 hrs.
Running ditto machine	15	10-45 min.
b. Housekeeping		
Cleaning the classroom	4	5-15 min.
Organizing books	4	2 min.
c. Monitoring		
Bus duty	5	5-30 min./1 mon.
Cafeteria duty	6	10-30 min.
Corridor duty	4	30-40 min.
Yard duty	10	25-40 min.
Homeroom duty	1	40 min.

d.	Substituting Covering class when the teacher is gone	11	rarely-often
e.	Talking with teacher about duties	11	10-60 min.
f.	Working in the school office	5	30-60 min.
g.	Teaching, drilling, or remedial work with individual students or small groups	16	1½ hrs. - all day
h.	Talking with parents about school problems	4	occasionally
i.	Talking with students about personal problems	11	15 min. every day
j.	Other: Keeping register, telephone calls, simple first aid, mini courses, collecting materials, selling snacks		45 min.

It appears that the tasks the aides perform most frequently are:

1. Teaching, drilling, or remedial work with individaul students or small groups. (1½ hrs. - all day)
2. Running the ditto machine
3. Correcting papers
4. Covering class when the teacher is gone
5. Talking with the teacher about duties
6. Talking with students about personal problems

Those that they do least frequently are:

1. Cleaning the classroom
2. Organizing books
3. Corridor duty

Question #14. Duties I think I should perform

		Frequency of response
a.	Clerical	
	Keeping attendance	5
	Collecting lunch money	3
	Correcting papers	7
	Running ditto machine	8
b.	Housekeeping	
	Cleaning the classroom	2
	Organizing books	3

c.	Monitoring	
	Bus duty	1
	Cafeteria duty	4
	Corridor duty	2
	Yard duty	8
d.	Substituting	
	Covering class when the teacher is gone	5
e.	Talking with teacher about duties	3
f.	Working in the school office	2
g.	Teaching, drilling, or remedial work with individual students or small groups	11
h.	Talking with parents about school problems	2
i.	Talking with students about personal problems	4
j.	Help in classroom when needed	3
k.	Be in classroom more - take individual students to library	1
1.	More counselling	1
m.	All of above	6
n.	Does not apply	1
o.	Working with small math groups	1
p.	Helping more with reading problems	1

Those tasks which most of the aides feel they should perform are:

1. Teaching, drilling, or remedial work with individual students or small groups.
2. Yard duty
3. Running ditto machine
4. Correcting papers
5. All of the items checked in the previous section (showing an acceptance of the tasks at hand)

Those listed least frequently were:

1. Bus duty
2. More counselling
3. Talking with parents about school problems

It appears that the aides, by and large, are content with the tasks they now are performing. Most of their time seems to be spent instructing the children and they don't seem to want any other jobs like counselling or talking with the parents. They do not seem to object to some of the drudge duties like correcting papers or running dittos.

Question #15. Duties I should not perform

	Frequency of response
Satisfied	3
No answer - irrelevant	3
Teaching	
For someone outside the classroom	1
Direct	1
Helping students complete classroom assignments	1
Working in a team situation	1
Maid-like assignments	
Janitorial	1
Cleaning classrooms	1
Being a police woman	1

Six (43%) of those responding felt that they were satisfied or that the question was irrelevant. Four were dissatisfied with the teaching in some form or another, usually a call beyond their own classroom round of duties.

Question #16. I feel I can strongly influence the way a student grows as a person.

	Frequency of response
Quite a bit	12
Very much	2
Not much	2
Not at all	0

It seems that the aides feel they have a considerable influence on the students.

Question #17. The two day nitty-gritty session at the end of the summer and the Saturday curriculum workshops have helped me in my job as an aide.

	Frequency of response
Somewhat	9
Very much	5
Very little	1
Not at all	1 (didn't attend)

One comment: "The Saturday curriculum workshops helped me very much and the two day nitty-gritty helped me very little."

Asked how they helped, respondents commented:

"Resources, ideas"
"Learning to use machines and different approaches to children"
"More aware of children as people and need to relate to them and to their problems"
"To understand myself so I can understand others"
"New ideas; communication with other teachers and aides"
"More exposure to other teaching fields"

Most felt that the curriculum workshops helped them at least somewhat in their classroom work.

Question #18. The two week encounter group session during the summer and each month have helped me in my job as an aide.

	Frequency of response
Very much	12
Somewhat	3
Very little	0
Not at all	0
Didn't attend	1

Asked how, respondents commented:

"They gave me more confidence in myself and in my understanding of others." (4 times)
"They helped me feel easier with people." (1 time)
"Less afraid of losing control." (1 time)
"Hard to explain but it made me come back." (1 time)

The majority of the respondents (75%) said that the encounter groups helped them a great deal.

Question #19. To do my job more effectively I need assistance in

	Frequency of response
Curriculum skills	7
Remedial reading	5
Arithmetic	2
Science	1
Learning new teaching techniques	7
Disciplining children	5
Understanding children	3
Working out a different teacher-aide relationship	2
Other:	
Getting the principal to let aides do more	1
More confidence in working with 7th and 8th graders	1
More time to work with children	1
More experience	1

Seven aides feel that they need more help in curriculum skills and seven indicated learning new teaching techniques. Help in disciplining and understanding children was checked next most often.

Question #20. The EDC program could be improved by

	Frequency of response
Doing nothing; good as it is	6
Making it 50-50 encounter and skill	5
More classroom visitation	5
Leaving out the skill training; concentrating 100% on encounter	1
Leaving out the encounter; making it 100% skill training	0
Other:	
"Great the way it was but more of all."	1
"Free discussion of classroom experiences so we can help each other."	1

Over one third feel that the program was good as it was. Suggestions for improvement were for more skills and more classroom visitations.

Question #21. All things considered, I found my job this year

	Frequency of response
Very satisfying	12
Fairly satisfying	4
Not very satisfying	0
Unsatisfactory	0

No one was dissatisfied with their job this year.

Question #22. Name of respondent

Question #23. Other jobs prior to this year

1. Teaching years ago in a rural school
   Substituting for three years in the school I work in now.
   Working in a shoe shop

2. Teacher aide last year
   Cashier in supermarket
   Bookeeper

3. Waitress, chambermaid, clerk typist

4. Singer, actress, tutor, copy editor

5. Store clerk, office work, Sunday School teacher for 16 years,
   4H club leader

6. Church school teacher, den mother for Cub Scouts

7. Nursery school teacher, teacher of trainable retarded for three years,
   tutor for both school systems for seven years

8. Title I aide for one year

9. Playground director, taught basketball, swimming and softball;
   office worker, wife and mother

10. Private secretary to many people involved in education

11. Secretary, waitress, model, library assistant

12. Mother, wife, daughter, housekeeper, survey worker

13. R.N., Psychiatric nurse, St. Luke's Hospital, NYC, two years
    Yale Medical School, two years
    Headstart volunteer, worked in a cooperative nursery school

14. Accountant; caseworker in home for unwed mothers; sales clerk;
    worker in thrift shop; cashier; homemaker, parent

15. Hot lunch worker, mother

16. Teaching general science at junior high level

Many varied backgrounds, ranging from psychiatric nursing to acting. Ten (62%) have had experience as a teacher or a teacher aide prior to this year. One worked as a case worker in a home for unwed mothers. Eight (50%) have had some kind of office work experience which may explain why they don't object to this kind of work.

Question #24. Additional comments

Nine (56%) respondents made additional comments, all of which were positive about both job and program.

1. "I like my job now very much with the exception of the playground duty at noon alone."

2. "This was a very enjoyable year for me. I liked my job and the people I worked with and felt very much appreciated by the other members of the staff."

3. "I feel very good about the whole experience. I want to teach full time when my youngest is in school."

4. "Children will come to me many times for the love and affection they don't receive elsewhere."

5. "Actually, when I work they have accepted me and really do not make too much distinction between teacher and aide. I have had my own feelings of frustration especially for the first four months. After the first of the year, I became more involved with the children and was happier."

6. "I have enjoyed the entire course and do feel it had helped me in reacting to the child in school and in areas of my personal life."

7. "I would like very much to make use of my training in speech. I read aloud to the children (or use my voice in some way)."

8. "I have very much enjoyed my job this year. It has really been good team work as far as satisfying myself and I think with the teachers I worked for. I feel I am looking forward to next year."

9. "I have gotten a tremendous amount out of this program and think it should be given the same importance in teachers' colleges that student teaching is given now. In other words, it should be an essential part of any teacher's training."

APPENDIX F

TABLES A - H

TABLE A

APPENDIX: MTAI Scores--Individual Participants

Teachers: n=26	Pre	Interim	Post	Overall Gain
A	89	89	75	-14
B	77	77	86	+9
C		78	97	+19
D	1	79	36	+35
E	20	40	68	+48
F	48	94	83	+35
G	-18	4	-15	+3
H	92	77	81	-11
I	66	57	67	+1
J	88	86	102	+14
K	45	44	66	+22
L	60	79	86	+26
M	33	68	70	+37
N	85	72	68	-17
O	71	82	82	+11
P	65	76	70	+5
Q	93	92	59	-34
R	83	86	88	+ 5
S	62	114	64	+2
T	53	44	65	+12
U	27	57	8	-19
V	68	53	76	+8
W	55	79	57	+2
X		89	73	-16
Y	40	64	14	-26
Z	84	98	103	+19
Mean =	57.3	72.2	66.8	+9.5
SD =	28.7	22.0	22.2	

Aides: n=15				
A_1	86	91	73	-13
B_1	6	58	47	+41
C_1	25	14	31	+6
D_1	-12	26	79	+91
E_1	47	58	61	+14
F_1	64	63	99	+35
G_1	-8	65	65	+73
H_1	25	6	67	+42
I_1	38	52	60	+22
J_1	29	64	95	+66
K_1		8	9	+1
L_1	30	46	44	+14
M_1	72	103	98	+26
N_1	14	51	54	+40
O_1	62	73	78	+16
Mean =	34.1	51.8	64.0	+29.9
SD =	28.4	27.4	24.2	

APPENDIX: MTAI Scores--Individual Participants (CONTINUED)

Unemployed: n=8	Pre	Interim	Post	Overall Gain
P_1	58	58	50	-8
Q_1	35	47	60	+25
R_1	33	45	58	+25
S_1	79	73	74	-5
T_1	65	46	20	-45
U_1	77	104	83	+6
V_1	97	102	100	+3
W_1	90	105	76	-14
Mean =	66.7	67.5	65.1	-1.6
SD =	22.2	26.2	22.6	

Total Group: n=49				
Mean =	51.9	65.2	65.6	+13.7
SD =	27.5	24.5	22.9	

TABLE B

BEGINNING TEACHER QUESTIONNAIRE: Pre-service Preparation

	E n=20	C_1 n=18	C_2 n=19
% Response 'Helpful'			
Methods and Techniques	.30	.55	.40
Materials and Supplies	.65	.75	.55
Curriculum	.30	.75	.45
Classroom Interaction	.90	.65	.55
Human Relations	.95	.40	.45
Alternate Teaching Styles	.80	.65	.60
Alternate Classroom Org.	.65	.60	.50
% Response 'Not Helpful'			
Methods and Techniques	.35	.35	.10
Materials and Supplies	.15	.20	.20
Curriculum	.30	.25	.20
Classroom Interaction	.05	.35	.15
Human Relations	.05	.55	.15
Alternate Teaching Styles	.10	.35	.05
Alternate Classroom Org.	.15	.35	.15
% Response 'Didn't Have'			
Methods and Techniques	.35	.10	.50
Materials and Supplies	.20	.05	.25
Curriculum	.40	.00	.35
Classroom Interaction	.05	.00	.30
Human Relations	.00	.05	.40
Alternate Teaching Styles	.10	.00	.35
Alternate Classroom Org.	.20	.05	.35

TABLE C

BEGINNING TEACHER QUESTIONNAIRE: Professional Contacts during Final Year

% Response--5 times or more

	E n=20	C_1 n=18	C_2 n=19
Teachers in this school	0.65	0.70	0.80
Principal	0.75	0.70	0.80
Supportive Personnel (Guidance, school nurse, etc.)	0.30*	0.25*	0.60*
Parents of Pupils	0.45	0.50	0.60
Other Persons from Community	0.25	0.10	0.30
State & Local Supervisors	0.00	0.10	0.10
Consultants	0.68**	0.05**	0.25**
Teachers from Other Schools	0.20	0.40	0.50
Other Beginning Teachers	0.40	0.50	0.55

* $\chi^2=6.35$ $p<.041$

** $\chi^2=17.25$ $p<.0002$

TABLE D

BEGINNING TEACHER QUESTIONNAIRE: Professional Contacts during First Year

% Response 'Helpful'

	E n=20	C_1 n=18	C_2 n=19
Teachers in this School	0.75	0.85	0.90
Principal	0.50	0.75	0.78
Supportive Personnel (Guidance, School Nurse, etc.)	0.40	0.30	0.45
Parents of Pupils	0.60	0.55	0.60
Other Persons from community	0.20	0.30	0.30
State & Local Supervisors	0.15	0.10	0.15
Consultants	0.84*	0.15*	0.30*
Teachers from Other Schools	0.65	0.55	0.70
Other Beginng Teachers	0.75	0.65	0.60

* $\chi^2=18.34$ $p<.0001$

TABLE E

BEGINNING TEACHER QUESTIONNAIRE: Individual Services during First Year

% Response--5 times or more

	E n=20	C_1 n=18	C_2 n=19
General Instructional Help	0.45	0.15	0.40
Advice on Teaching Methods	0.65	0.20	0.35
Materials & Supplies	0.45	0.50	0.75
Advice of Classroom Interaction	0.75*	0.40*	0.40*
Demonstration Teaching	0.05	0.00	0.10
Advice on Classroom Organization	0.15	0.05	0.20
Specific Classroom Follow Up	0.30	0.10	0.15

* $\chi^2=6.54$ $p<.038$

TABLE F

BEGINNING TEACHER QUESTIONNAIRE: Group Services during First Year

% Response--5 times or more

	E n=20	C_1 n=18	C_2 n=19
General Instructional Help	0.70*	0.25*	0.35*
Training in Teaching Methods	0.50	0.15	0.25
Uses of Resources	0.50	0.15	0.30
Theory in Child Development	0.55**	0.10**	0.20**
Demonstration in Teaching	0.25	0.05	0.05
Sensitivity Training	0.85***	0.00***	0.15***

* $\chi^2=8.55$ $p<.014$

** $\chi^2=10.40$ $p<.0055$

*** $\chi^2=34.82$ $p<.0000$

TABLE G

BEGINNING TEACHER QUESTIONNAIRE: Teacher Perception at end of First Year

% Response

	E n=20	C_1 n=18	C_2 n=19
First Year Job Satisfaction	0.90	0.85	0.95
Students Like School	0.85	0.85	0.85
Like More Worskhops	0.70	0.85	0.75
Like More Classroom Support	0.60*	0.85*	0.45*
Can Stimulate Learning	0.75	0.85	0.90
Can Influence Student Development	0.90	0.80	0.90
Good Influence on Students	0.95	0.90	0.95
Plan to Teach Next Year	1.00	0.85	0.95

* $\chi^2=7.17$ $p<.027$

TABLE H

BEGINNING TEACHER QUESTIONNAIRE: Ideal Classroom Score

	E n=20	C_1 n=18	C_2 n=19
Teacher non-directive	1.55	1.21	1.55
Students move freely	1.25	1.35	1.35
Desks by activity	0.90	0.88	1.00
Students teaching each other	1.35	1.15	1.35
Students work individually	1.20	1.05	1.20
Emphasis on exploration	1.20	1.15	1.25
Teacher develops curriculum	1.10	1.05	1.20
Kids in and out of room	1.30	0.90	0.95
Student goals	1.40	1.15	1.20
Student activities	1.45	1.10	1.15
Mean =	1.27	1.09	1.22